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ABSTRACT

This report contains the final products of the Student Services Program Review Project (SSPRP), which was designed to develop evaluation models to measure the efficacy of the various student services programs provided by the California community colleges. The first sections of the report offer introductory information on the goals and activities of the SSPRP. The next sections present evaluation designs for the following student services areas: admissions and records, assessment services, career/life planning, counseling, financial aid, job placement, student affairs, and tutorial services. For each area, evaluation criteria, measures, and methods are specified relative to the determined goals. After indicating which colleges pilot tested particular components of the evaluation design, the report offers a brief overview of the experiences at the test sites. Finally, the main tenets of evaluation underlying the SSPRP are set forth, along with a discussion of possible purposes of evaluation and an outline of procedural steps. Appendices include a glossary, information on project participants, and sample surveys administered by various pilot colleges to obtain feedback on selected student services programs. (LAL)

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They said it couldn't be done.

JC 870 148

Student Services Program Review Project

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"THEY SAID IT COULDN'T BE DONE"

Faith, Hope and Charity have typically characterized the attitude toward student services programs - **Faith** in their effectiveness, **Hope** that they can meet important if not always clearly specified needs, and **Charity** in not demanding more evaluative evidence that the faith and hope are justified. Through the efforts of dedicated student services practitioners and key professional associations, we have silenced those "doubting Thomases" who insisted that producing relevant and systematic research tools for assessing the effectiveness of student services programs in the community colleges was too formidable a task to assume. Fortunately a few people were either too possessed or too stubborn to be deterred by the potential problems of such a challenge. They, and literally hundreds of others who participated in this project, can be proud of the contributions they have made to ensuring the integrity and vitality of student services programs.

STUDENT SERVICES PROGRAM REVIEW PROJECT

FINAL REPORT

"THEY SAID IT COULDN'T BE DONE"

SANTA ANA, CALIFORNIA
OCTOBER 1986

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FOREWORD

The Student Services Program Review Project (SSPRP) was a unique, voluntary effort on the part of many California community colleges. Its purpose was to develop evaluation models to measure the efficacy of the various student services programs provided by the colleges.

The SSPRP had the broad support of the colleges and districts involved, and of many statewide organizations and agencies. They were generous in the commitment of both personnel and resources. Over 1,000 persons were involved in the Project during the three years of the Project. Those participating colleges, organizations and contributors are acknowledged in the appendices.

The uniqueness of the Project was in its goals as well as in its broad-based foundation. As a result of the efforts of the participants, all community colleges now have evaluation designs - including goals, criteria, measures, and methods - which were field-based and field-produced, and with which the colleges will be able to evaluate their student services programs.

Since the purpose of the Project was the development and refinement of evaluation designs, colleges participating in the field tests of the evaluation models were not asked to share evaluation results, but only that information necessary to produce and refine the designs. Standards against which to measure program success were developed by the participating colleges for their own use.

The final products of the Project are contained in this Report and are intended for use by colleges. It is anticipated and hoped that the design will be constantly reviewed and improved by frequent use.

The Steering Committee and Staff

INTRODUCTION

BACKGROUND

Accountability and reform for the California Community Colleges represent current and urgent topics of discussion and items for action on the agendas of major public policy making bodies including the legislature.

The mission and funding of the California community colleges continue to undergo close scrutiny. All programs in community colleges are vulnerable in a period of financial crisis, but student services programs seemed particularly subject to reduction or elimination. One of the reasons for that vulnerability was the lack of reliable, verifiable information which described and evaluated Student Services programs. The information that did exist was anecdotal or difficult to aggregate, and, therefore, often not usable as support for the continuation of programs.

It was apparent that if student services programs were to continue to be supported as an essential part of the mission and functions of California community colleges, an effort would have to be made to systematically assess the programs' contributions to student outcomes. In response, the Commission on Student Services of the California Association of Community Colleges (CACC) and the Northern California Cooperative Institutional Research Group (NORCAL) agreed that the colleges must become active in evaluating student services and in using the results of these evaluations to underscore successes and to modify services as necessary for improvement.

PROJECT BACKGROUND

The Student Services Program Review Project (SSPRP) was developed, therefore, with the intention of developing and testing evaluation approaches and criteria for the various areas of student services. The original group of participants, headed by Dr. Robert Jensen, then President of NORCAL, and Peter Hirsch, then Associate Executive Director of CACC, included both student services professionals and persons skilled in research. A Steering Committee was formed and continues to direct the Project. To facilitate the implementation of Project activities, Project Directors (See Appendix B) and Research Coordinators were also named.

The Project goal was to develop and pilot test evaluation designs in order to assist colleges in the implementation of program evaluation of selected programs of student services on their campuses.

Several assumptions were made at the inception of the Project. These were: (1) the Project was to be a "grass roots" activity involving volunteer participation by colleges; (2) the Project was to be a coalition effort by and for the participating colleges; (3) all California Community Colleges were to be given the opportunity to participate; (4) financial assistance was to be requested from outside sources to support Project coordination and development: (5) ongoing operational support was to be generated through fees from participating colleges.

The Project objectives were to:

1. Develop evaluation models;
2. Develop data collection, data analysis, and information-reporting procedures;
3. Pilot test evaluation models and procedures;
4. Widely disseminate models and procedures; and
5. Develop support materials and services to assist community colleges in implementing program evaluations appropriate to their institutions.

A sequence of activities intended to achieve these objectives was established and revised periodically by the staff and steering committee (Appendix D)

ACTIVITIES OF THE PROJECT: PHASE I

It was agreed that the first phase of the Project would focus on those areas of student services selected by the participating colleges as having the highest priority for review and evaluation. To identify the programs to be evaluated during Phase I, several surveys of California's community colleges were conducted. In addition, a number of statewide student services organizations provided guidance and information. Based on this review process, which occurred over a six-month period, the following areas were selected for evaluation by northern and southern colleges for the first phase: (1) Admissions and Records; (2) Counseling; (3) Financial Aids; (4) Student Affairs. In addition, the participating northern colleges elected to review the area of Job Placement.

CHARRETTES

To develop concepts essential to the conduct of the Project and to begin the foundation work leading to development of evaluative criteria for each program, two charrettes were held, one in the north at the De Anza College, and one in the south at Mt. San Antonio College. Over three hundred people participated in these two activities.

The term "charrette" is from the French. Parisian architectural students, preparing for the final defense of their work and their rights to graduation, entered into intensive development of their last designs and drawings. When this occurred, colleague-students would pick up the student who was preparing for the examination in a cart known as a "charrette." They would load the students' drawings and designs onto the cart, and as they traveled through the streets of Paris, the student would finish her/his work. Commonly, the student would call for her/his colleagues to review the final work. Critique and revision would follow; consequently, the final drawing or design would often be the best in the student's portfolio.

The charrette concept as applied to issue resolution describes an intensive, group-oriented, planning and development process. People with different backgrounds, different orientations, and different perceptions, but all allied by a common interest in resolving the issues under consideration, meet together to analyze issue components and develop consensus resolutions. The SSPRP Charrettes resulted in the development of a mission statement for Student Services, goals for each program under study, and lists of suggested evaluative criteria and methods for their use in the development of evaluation designs.

Writing teams worked with the results of the charrettes to develop consensus statements. Drafts of these statements were first reviewed by all charrette participants and other student services personnel. Their reactions were then used by the writing team and the Project Steering Committee to prepare a final draft of evaluation models. The attempt during these workshops was to maintain the sense of the consensus of both charrettes in developing measurable goals, suggested criteria and evaluation methods. The Charrette Report was distributed in June, 1984.

CHARRETTE OUTCOMES

The mission statement for student services was jointly developed by the more than 300 charrette participants. It conveys the critical nature of student services programs in community colleges and specifies the key goals which these services are designed to accomplish:

MISSION

> Student services provide comprehensive programs and services which are an integral part of the educational process. These programs and services promote equal access and retention, and enable students to identify and achieve their educational and career goals.

Goals were also developed by the Charrette participants for each of the five program areas: Admissions and Records, Counseling, Financial Aid, Student Affairs and Student Employment Services.

The initial identification of evaluation criteria and methods for each goal was begun by the Charrette participants. These were not meant to be final products, but rather guides for further development of the actual criteria, methods, and measures for use by the pilot colleges.

In June, 1984, an intensive writing workshop was held at Cabrillo College, Aptos, California. Participants included members of the Steering Committee, persons representing the professional organizations of the student services areas under study, researchers from Northern and Southern California, and key California community college leaders. For two-and-one-half days, writing groups developed criteria, measures and methods for every goal in the five areas of student services. The results of the writing workshop were then reviewed by the participants and field reviewers recommended as representative of the five program areas.

PILOT TEST AND RESULTS

Colleges participating in the Project began to pilot test the evaluation designs in the fall of 1984. Workshops provided assistance to the participating colleges, including an orientation to the procedures, evaluation instructions, and guidelines.

The pilot testing of the evaluation models was conducted by participating colleges from October 1984 through the spring semester 1985. The results of the pilot (critiques of the models) were reviewed by a team of practitioners and researchers, and the goals, criteria, measures, and methods were refined as recommended by the participating colleges. The final evaluation models are provided in this Report for use by colleges.

ACTIVITIES OF THE PROJECT: PHASE II

In fall 1985, following a process similar to that of Phase I, Phase II of the SSPRP began with the completion of a survey by all California community colleges. The colleges were asked to select other areas of student services having high priority for review and evaluation. Three additional areas were selected: Assessment Services, Career/Life Services, and Tutorial Services.

Twenty-three colleges and one hundred twenty-five student services practitioners and researchers participated in charrettes held at the College of San Mateo and at Rancho Santiago College in April 1985. The purpose of the charrettes was to produce goal statements and evaluative criteria for the three areas. The recommended goals and criteria were subsequently reviewed by a writing team resulting in the development of a charrette report. This report was disseminated to all community colleges for comments and suggestions.

In August 1985, a writing workshop was conducted during which Student Services Program Review staff, steering committee members and practitioners from each of the program areas reviewed the charrette report and field responses. The writing workshop produced the goals, criteria, measures, and methods to be used in the pilot tests which began in fall 1985. Participating colleges conducted pilot testing of the evaluation models of one or more of these areas. Using critiques from the colleges' pilot tests, a final review and writing workshop was held in June, 1986, resulting in the production of revised criteria, measures and methods for the three Phase II areas. These designs are also part of this Report and are now available for use by colleges.

IMPLICATIONS OF THE PROJECT

The Student Services Program Review Project has made significant progress toward the goal of enabling colleges to develop the information necessary for the support and improvement of their student services programs. With the information gathered as a result of systematic program review, Student Services can be shown to be an integral - not peripheral - part of the education process.

The Project has implications for many other efforts currently under way in the community colleges in California. Consider, for example, differential funding. In that funding proposal, Student Services has been identified as one possible "cost Center." Since both qualitative and quantitative measures will be required at the point of determining what will be funded and in what amounts, it is clear that having a systematic way of reviewing student services programs could be of great advantage to the colleges. Other examples include the fact that the Accrediting Commission for Community and Junior Colleges may use SSPRP results to review and revise its Student Services Standards. Many of the pilot colleges used the evaluation results as part of their self studies. This liaison between the Project and the Accrediting Commission should serve to further encourage evaluation and coordinate efforts to improve student services.

The SSPRP, a joint effort on the part of California's community colleges, statewide organizations, and student services personnel, has given the student services an advantage: a head start in determining their own fate. It is essential that California's community colleges have the major responsibility for their own futures. If they do not, those futures are less likely to reflect the needs of millions of citizens seeking educational opportunities in the colleges, and are more likely to be the myopic vision of various distant policy making groups.

> *No one is apathetic except in the pursuit of someone else's goals.*
>
> *(Anonymous)*

Clearly, the Student Services Program Review Project, with its broad-based participatory and voluntary foundation, has involved colleges in the development of their **own** goals.

EVALUATION DESIGNS

Admissions and Records

Assessment Services

Career/Life Planning

Counseling

Financial Aid

Job Placement

Student Affairs

Tutorial Services

STUDENT SERVICES PROGRAM REVIEW PROJECT

CRITERIA, MEASURES, METHODS

ADMISSIONS AND RECORDS

STUDENT SERVICES PROGRAM REVIEW PROJECT

Admissions and Records

GOAL 1: TO PROVIDE CLEAR AND CONCISE INFORMATION TO ALL MEMBERS OF THE COMMUNITY

Criteria	Measures	Methods	E/A*
a) Availability of information	1. Evidence of each Admissions & Records information item (written and non-written).	1.1 Provide example or documentation of each.	E
b) Accessibility of information	1. Evidence of distribution to service area and target groups.	1.1 List the distribution locations, description of distribution method, targeted group, and date of availability of each item listed above.	E
	2. Evidence of diverse distribution locations.	2.2 Indicate hours of operation of distirbution centers.	E
	3. Ease of obtaining information. 4. Level of community awareness of information distributed.	3.3 & 4.4 Survey awareness and satisfaction (students and non-student) Survey could include written questionnaire or interview of sample or entire population	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Admissions and Records

GOAL 1 (continued): TO PROVIDE CLEAR AND CONCISE INFORMATION TO ALL MEMBERS OF THE COMMUNITY

Criteria	Measures	Methods	E/A*
c) Readability and accuracy of information.	1. Evidence of clear, concise, accurate, and complete information.	1.1 Measure reading grade level of all information provided	A
	2. Evidence of appropriateness in reaching special target group populations.	2.1 Third party (selected indivuals from outside institutional A&R staff) examination and analysis of information to determine clarity, accuracy, conciseness, and completeness	A
		2.2 Indicate the appropriateness of language for targeted groups.	E
d) Timeliness of information distribution	1. Evidence of appropriate relationship between timing of information distribution and educational and student services provided	1.1 Demonstrate inter-relationship between information provided and services. (Indicate actual dates of information distribution)	E
		1.2 Survey users of information to determine level of satisfaction with timing	

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Admissions and Records

GOAL 2: TO ADMIT AND REGISTER ALL STUDENTS IN A TIMELY AND ACCURATE MANNER

Criteria	Measures	Methods	E/A*
a) Admit and register students in a timely manner	1. Amount of time required to be admitted and/or registered	1.1 Conduct test sample during admissions and registration processes	E
		1.2 Survey students to determine whether they were admitted and registered in a timely manner	E
	2. Hours and modes of Admissions & Records service	2.1 Review and analyze hours of operation and hours of services available	E
		2.2 Provide evidence of alternative methods of admissions and registration.	E
b) Coordination, admissions & registration of students with other campus service units.	1. Evidence of coordination efforts between campus service units	1.1 Interview representatives from campus service units	E
		1.2 Provide and review formed plan for coordination efforts	
c) Ease of application and registration process	1. Evidence of simple and efficient forms and process	1.1 Third party review of forms and processes	E
		1.2 Staff/student survey to determine simplicity and efficiency	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Admissions and Records

GOAL 2 (continued): TO ADMIT AND REGISTER ALL STUDENTS IN A TIMELY AND ACCURATE MANNER

Criteria	Measures	Methods	E/A*
d) Accuracy of data collected	1. Level of accuracy of registration and enrollment data.	1.1 Internal audit	E
		1.2 Third party review	E
e) Accuracy of students' schedules of classes	1. Consistency between students' class schedule and roll sheet.	1. Test sample for consistency	A
	2. Existence of errors due to Admissions & Records pro-processing	2.1 Monitor number and type of student/staff/faculty complaint	E
		2.2 Identify and analyze errors to determine cause and remedy	A
		2.3 Survey staff/faculty and students to determine level of accuracy	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Admissions and Records

GOAL 3: TO PROVIDE INFORMATION AND SUPPORTIVE CONTACTS WITH STUDENTS, FACULTY, ADMINISTRATION, AND THE COMMUNITY.

Criteria	Measures	Methods	E/A*
THIS GOAL HAS BEEN ACCOMPLISHED IN GOALS 1 & 2 & 8.			

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Admissions and Records

GOAL 4: TO STORE, MAINTAIN, AND RETRIEVE RECORDS IN AN EFFICIENT, ACCURATE, AND SECURE MANNER

Criteria	Measures	Methods	E/A*
a) Effective and efficent design of records collection instruments (Forms).	1. Evidence of: -Completeness -ease of use -utility for efficient integration into the information system	1.1 Third party review by knowledgeable source	E
		1.2 Survey users	A
b) Effective and efficient storage of A&R records	1. Evidence of adequate capacity for present and future records	1.1 Provide or demonstrate a plan and procedures	E
	2. Evidence of backup system for records	2.1 Document back-up system	E
	3. Evidence of security measures including other areas having access to computer data base.	3.1 Analysis of current and projected storage use in relation to capacity	E
		3.2 Review and assess adequacy of records contingency plan	E
		3.3 Visual inspection of storage system	E
		3.4 Field test backup system	E
		3.5 Review and assess policy and regulations to verify compliance requests	E
		3.6 Field test security	E
		3.7 Review & assess security protection of student confidentiality	

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Admissions and Records

GOAL 4 (continued): TO STORE, MAINTAIN, AND RETRIEVE RECORDS IN AN EFFICIENT, ACCURATE, AND SECURE MANNER

Criteria	Measures	Methods	E/A*
c) Efficient and effective maintenance of A&R records	1. Evidence of updating records in a timely and accurate manner	1.1 Conduct test sample to test accuracy and timeliness of record updates	E
		1.2 Audit computerized record system for timely updating of records	A
		1.3 Survey of A&R staff by third party to determine whether records are updated in a timely and accurate fashion	A
		1.4 Analyze time taken for required record changes	E
		1.5 Review and analyze policy and regulations in regard to purging (retirement) of A&R records and compliance reqmnts	E
d) Effective and efficient retrieval of student and instructor records	1. Evidence that records are secure in accordance with stated policy and regulations	1. Review and analyze policies and regulations for compliance requests	E
		1.2 Field test security system	E
		1.3 Analyze time to retrieve student and instructor records	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Admissions and Records

GOAL 4 (continued): TO STORE, MAINTAIN, AND RETRIEVE RECORDS IN AN EFFICIENT, ACCURATE, AND SECURE MANNER

Criteria	Measures	Methods	E/A*
e) Effective and efficient retrieval of A&R records (cont.)	2. Evidence of timely and easy access to and retrieval of student records	2.1 Survey A&R staff and other users of system	E
		2.2 Field test ease and timeliness of access	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Admissions and Records

GOAL 5: TO EVALUATE AND DISTRIBUTE STUDENT RECORDS IN A TIMELY AND ACCURATE MANNER

Criteria	Measures	Methods	E/A*
a) Efficient, accurate, and regular evaluation	1. Evidence of efficient, accurate, and timely evaluation of: -transcripts -graduation -residency -certification -degree or certificate requirements	1.1 Test sample of each to determine time taken and accuracy	E
		1.2 Third party review	E
		1.3 Survey students and staff users	A
b) Efficient and timely distribution of student records	1. The length of time taken for the recipient to receive document	1.1 Conduct test sample of the time taken	E
		1.2 Survey recipients to determine how long it took them to receive documents and how accurate the records were	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Admissions and Records

GOAL 6: TO CERTIFY AND REPORT ATTENDANCE DATA TO APPROPRIATE AGENCIES

Criteria	Measures	Methods	E/A*
a) Submission of attendance data in an accurate and timely manner	1. Extent of compliance with agency requirements	1.1 Review and analyze agency audit	E
	2. Extent of compliance with agency timelines	2.1 Review and analyze college audit	E
		2.2 Comparison of each report deadline with each report submission data. Review and analyze any discrepencies and reasons.	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

GOAL 7: REPORT STUDENT CHARACTERISTICS AND ENROLLMENT DATA AS REQUESTED OR REQUIRED

Criteria	Measures	Methods	E/A*
a) Availability of adaquate and efficient characteristics and enrollment data	1. Evidence of the existence of student characteristics and enrollment information	1.1 List data elements available	E
		1.2 List all information reports	E
		1.3 Survey data users to determine satisfaction and accuracy of information provided	E
		1.4 Document ease of retrieval of data elements and information accessibility to users	
b) Coordination of collection and dissemination of student characteristics and enrollment data with other campus units.	1. Evidence of the existence of a plan for coordination of collection and dissemination of information	1.1 Provide a plan for defining responsibilities and outlining coordination for the collection and reporting of data	E
		1.2 Survey of information producers and users to determine the efficiency and timeliness of the coordination	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Admissions and Records

GOAL 8: TO ENSURE THAT A&R FUNCTIONS ARE PERFORMED IN AN EFFICIENT AND EFFECTIVE MANNER

Criteria	Measures	Methods	E/A*
a) Existence of A&R systems (operations) Manual	1. Examination of Manuals for Operations and Procedures	1.1 Review of Systems (operation) Manual for: Recency; Completeness; Back-up System (contingency plan)	E
b) Cost effective	1. Evidence of on-going analysis for cost effectiveness	1.1 Determine cost per student and and make comparisons internally and externally (other comparable colleges) (e.g., year to year, system to system, etc.)	E
c) Competent and trained staff	1. Evidence of implementation of plan for inservice and staff development	1.1 List of events and dates for each activity	E
d) Effective coordination of A&R functions with other campus service units	1. Evidence of a plan or formal procedure/activities for coordination between A&R and other service units	1.1 Survey campus service units to determine extent and quality of coordination	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

GOAL 9: TO CONDUCT ON-GOING EVALUATION OF ADMISSION & RECORDS, SERVICE AND PROGRAMS

Criteria	Measures	Methods	E/A*
THIS GOAL IS ACCOMPLISHED IN EARLIER GOALS.			

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*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

STUDENT SERVICES PROGRAM REVIEW PROJECT

CRITERIA, MEASURES, METHODS

ASSESSMENT SERVICES

Assessment Services

GOAL 1: TO COORDINATE ASSESSMENT SERVICES WITH OTHER STUDENT AND INSTRUCTIONAL SERVICES, FEEDER HIGH SCHOOLS, AND FOUR-YEAR INSTITUTIONS.

Criteria	Measures	Methods	E/A*
a) Are assessment services coordinated with appropriate instructional staff, departments, and programs?	1. Evidence of communication structure for the purpose of assessment and placement planning.	1.1 Review documentation regarding existence of communication structure (e.g. minutes, membership lists, meeting schedule).	E
	2. Satisfaction with above communication structure.	2.1 Survey appropriate staff and departments to assess satisfaction.	E
b) Are assessment services coordinated with appropriate student personnel services and special programs?	1. Evidence of communication structure for purpose of assessment and placement planning.	1.1 Review documentation regarding existence of communication structure.	E
	2. Satisfaction with above communication structure.	2.1 Survey appropriate staff and departments.	E
c) Are assessment services coordinated with appropriate administrative support services (e.g. data processing, scheduling)?	1. Evidence of a communication structure for the purpose of assessment and placement planning?	1.1 Review documentation regarding existence of communication structure.	E
	2. Satisfaction with above communication structure.	2.1 Survey appropriate staff and departments.	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Assessment Services

GOAL 1 (continued): TO COORDINATE ASSESSMENT SERVICES WITH OTHER STUDENT AND INSTITUTIONAL SERVICES, FEEDER HIGH SCHOOLS, AND FOUR-YEAR INSTITUTIONS.

Criteria	Measures	Methods	E/A*
d) Is there college-wide organizational structure (steering committee) and designated individual(s) responsible for the development of the assessment and placement program?	1. Evidence of an organizational structure and/or designated responsible individual(s).	1.1 Review documentation regarding existence of organizational structure (e.g. membership lists, minutes, etc.).	E
	2. Satisfaction with organizational structure.	2.1 Survey appropriate staff and departments.	E
e) Are assessment services coordinated with feeder high schools, four-year institutions, and other regional post-secondary institutions?	1. Evidence of communication structure for purpose of assessment and planning.	1.1 Review documentation regarding existence of communication structure.	E
	2. Satisfaction with above communication structure.	1.2 Survey appropriate staff of feeder high schools, four-year institutions, and other post-secondary institutions.	A

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Assessment Services

GOAL 2: TO PROVIDE A COMPREHENSIVE AND SYSTEMATIC ASSESSMENT PROGRAM INCLUDING IDENTIFICATION OF STUDENT SKILLS, NEEDS, INTERESTS, GOALS, AND ABILITIES.

Criteria	Measures	Methods	E/A*
a) Is there an institutional policy regarding assessment?	1. Evidence of institutional policy.	1.1 Review policy.	E
b) Is the policy consistently implemented?	1. Evidence of consistent implementation.	1.1 Comparison of actual number of students tested versus number of students in testing group (by policy).	E
c) Is there an adequate delivery system for administering assessment?	1. Evidence of availability of frequent testing.	1.1 Review testing schedules.	E
	2. Evidence of appropriate testing environment.	2.1 Observe testing enviroment.	E
	3. Evidence of adequate security and confidentiality.	3.1 Observe security and confidentiality safeguards.	E
	4. Evidence of qualified testing personnel.	4.1 Review qualifications of staff.	E
		4.2 Survey students to determine satisfaction of assessment delivery.	A

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

GOAL 2 (continued): TO PROVIDE A COMPREHENSIVE AND SYSTEMATIC ASSESSMENT PROGRAM INCLUDING IDENTIFICATION OF STUDENT SKILLS, NEEDS, INTERESTS, GOALS, AND ABILITIES.

Criteria	Measures	Methods	E/A*
d) Is individual assessment available for specific interests and needs of students?	1. Evidence of individualized assessment capabilities.	1.1 Examine testing inventory and availability of staff to administer and interpret tests.	E
	2. Evidence of adequate referral	2.1 Review referral systems.	E
e) Are the assessment instruments valid and reliable in determining students' skills, aptitudes, and goals?	1. Validity and reliability of assessment instruments.	1.1 Review norms of test used.	E
f) Does the assessment system provide competency/proficiency testing (e.g. course exit testing, graduation competency testing)?	1. Evidence of competency testing.	1.1 Review competency/proficiency testing.	E
	2. Satisfaction with competency/proficiency testing availablility.	2.1 Survey staff/departments to determine level of satisfaction.	A
g) Is there adequate publicity to inform students about the assessment process?	1. Evidence of publicity materials.	1.1 Review inventory of materials.	E
	2. Dissemination of materials.	2.1 Review dissemination schedule.	E
		2.2 Survey students to determine adequacy of materials.	A

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Assessment Services

GOAL 2 (continued): TO PROVIDE A COMPREHENSIVE AND SYSTEMATIC ASSESSMENT PROGRAM INCLUDING IDENTIFICATION OF STUDENT SKILLS, NEEDS, INTERESTS, GOALS, AND ABILITIES.

Criteria	Measures	Methods	E/A*
H) Are adequate records maintained on assessment results?	1. Evidence of accurate and complete record keeeping. 2. Evidence of easily retievable evidence	1.1 Review system for information storage. 2.1 Conduct test sample of assessment records acessibility	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

GOAL 3: USING ASSESSMENT INFORMATION TO PROVIDE INTERPRETATION AND ADVISEMENT REGARDING ASSESSMENT RESULTS, APPROPRIATE COURSE SELECTION, EDUCATION AND/OR CAREER PLANNING, AND REFERRAL SERVICES TO STUDENTS.

Criteria	Measures	Methods	E/A*
a) Is assessment information disseminated in a timely and efficient way to users?	1. Evidence of timely dissemination of assessment information to users.	1.1 Survey counselors, instructors, and students to determine efficiency and timelines.	E
b) Are clear and concise assessment results provided to students?	1. Evidence of clear and concise assessment results.	1.1 Staff or third party review degree of clarity and conciseness.	E
		1.2 Survey students to determine satisfactition with clarity and conciseness.	E
c) Are assessement results used to refer students to appropriate special student services (e.g. handicapped, EOPS)?	1. Evidence of referrals.	1.1 Review sources of student enrollement in special support services.	E
d) Are assessment results used for career planning advisement?	1. Evidence of results being used.	1.1 Staff or third party review.	E
		1.2 Review advisement procedures.	E
		1.3 Survey counseling/advisement staff.	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Assessment Services

GOAL 3 (continued): USING ASSESSMENT INFORMATION TO PROVIDE INTERPRETATION AND ADVISEMENT REGARDING ASSESSMENT RESULTS, APPROPRIATE COURSE SELECTION, EDUCATION AND/OR CAREER PLANNING, AND REFERRAL SERVICES TO STUDENTS.

Criteria	Measures	Methods	E/A*
e) Are student career, educational and personal goals considered in the assessment/advisement process?	1. Evidence of existence of goal information collected from students and used for advisement.	1.1 Review student goal information collection instruments and related advisement procedures.	E
f) Are enough qualified staff available for interpretation and advisement regarding course selection, educational and/or career planning and referral services?	1. Comparison of requirements and staff qualifications.	1.1 Review same.	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Assessment Services

GOAL 4: TO PLACE STUDENTS IN COURSES FOR WHICH THEY ARE PREPARED.

Criteria	Measures	Methods	E/A*
a) Are assessment results used to place students in appropriate classess?	1. Evidence of course placement advisement using assessment results.	1.1 Review procedures for course placement advisement.	E
	2. Comparison of students' assessment results and course placement.	2.1 Random review of corellation between scores and placement.	E
b) Do course offerings, and curriculum match students' needs identified in the assessment process?	1. Comparison of aggregated assessment scores with enrollments in courses.	1.1 Review statistics for congruence.	E
	2. Evidence of sequential courses to accomodate students' basic skills needs.	2.1 Review same.	A
c) Are students' test scores matched with course enrollment prerequisites?	1. Comparison of students' course and program enrollements with their assessment score and advisement.	1.1 Review random sample of assessed students' records.	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Assessment Services

GOAL 5: TO PROVIDE ASSESSMENT INFORMATION TO STAFF AND ADMINISTRATION FOR THE PURPOSE OF PLANNING, RESEARCH, AND EVALUATION.

Criteria	Measures	Methods	E/A*
a) Do you monitor the progress of those students who were assessed (e.g. for retention rates, performance)?	1. Evidence of a system monitoring student progress and performance.	1.1 Review student follow-up system.	E
	2. Comparison of retention and completion rates of assessed and non-assessed students.	2.1 Review statistics.	A
b) Do you disseminate summarized assessment program results (e.g. skill levels, aggregate student performance?	1. Evidence of dissemination to appropriate staff.	1.1 Review dissemination process.	E
	2. Satisfaction of accuracy and completeness of information.	2.1 Survey appropriate staff.	E
c) Is assessment information used for planning of student services programs and curriculum?	1. Evidence of interpretation of information for use in planning.	1.1 Review procedures and activities.	E
	2. Evidence of use of student services personnel and instructional staff in developing new programs and services.	2.1 Review procedures and activities.	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

STUDENT SERVICES PROGRAM REVIEW PROJECT

CRITERIA, MEASURES, METHODS

CAREER/LIFE SERVICES

STUDENT SERVICES PROGRAM REVIEW PROJECT

Career/Life Services

GOAL 1: TO DEVELOP A DISTRICT-WIDE (COLLEGE-WIDE) PHILOSOPHY TO SUPPORT AND IMPLEMENT A CAREER LIFE PROGRAM(S).

Criteria	Measures	Methods	E/A*
a) Is a Career/Life Program philosophy written and available to the public?	1. Evidence of philosophy written in college-wide literature.	1.1 Check college literature (e.g. catalog, brochures).	E
b) Was the philosophy developed and updated with wide participation?	1. Evidence of wide participation and input into developing philosophy.	1.1 Review minutes and membership of related meetings.	E
		1.2 Interview staff to determine level of awareness of philosophy statement.	E
		1.3 Demonstrate evidence of wide participation and dissemination.	E
c) Do you have an annual operational plan which includes goals and objectives?	1. Evidence of operational plan.	1.1 List annual goals and objectives.	E
		1.2 Review year-end report.	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Career/Life Services

GOAL 2: TO ASSIST STUDENTS IN DEVELOPLING CAREER/LIFE PLANNING SKILLS INCLUDING AREAS SUCH AS SELF ASSESSMENT, OCCUPATIONAL SEARCH, DECISION-MAKING, GOAL DETERMINATION.

Criteria	Measures	Methods	E/A*
a) Is a complete range of services available (e.g. career orientation, assessment, goal setting, skill development)?	1. Evidence of all services available.	1.1 Inventory of all services	E
b) Do students avail themselves of Career/Life services?	1. Level of service utilization.	1.1 Count numbers of clients using each type of service.	E
c) Are adequate professional staff and budget available?	1. Evidence of professional staff available.	1.1 Record staff currently available. 1.2 Compare adequacy of staffing to client demand.	E
	2. Evidence of adequate budget available.	2.1 Review budget allocation. 2.2 Compare adequacey of budget to that required by client demand.	E E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Career/Life Services

GOAL 2 (continued): TO ASSIST STUDENTS IN DEVELOPING CAREER/LIFE SKILLS INCLUDING AREAS SUCH AS SELF ASSESSMENT, OCCUPATIONAL SEARCH, DECISION-MAKING, GOAL DETERMINATION.

Criteria	Measures	Methods	E/A*
d) Are Career/Life Services located in an easily accessible appropriate facility?	1. Accessibility of services to clients.	1.1 Review campus traffic flow to assess accessibility.	E
	2. Proximity to related services.	2.1 Review site facilities plans to determine proximity to related services.	E
	3. Adequacy and quality of space.	3.1 Determine if space is sufficent to meet client demand.	E
		3.2 Survey opinions of staff and clients to determine satisfaction with space allotment.	E
		3.3 Determine if relationship of materials to facilities is appropriate.	E

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Career/Life Services

GOAL 3: TO ASSIST THE CLIENT IN DEVELOPING A PROCESS FOR CAREER/LIFE DECISION-MAKING AND SERVE AS A CLEARING HOUSE FOR INFORMATION

Criteria	Measures	Methods	E/A*
a) Are skill development experiences provided?	1. Evidence of skill development experiences.	1.1 Inventory skill development activities.	E
b) Do students particpate in skill development experiences?	1. Number of students utilizing service.	1.1 Count number of clients involved in skill development experiences.	E
c) Are skill development experiences delivered in a variety of formats?	1. Evidence of a variety of delivery modes.	1.1 Inventory formats for presentations (e.g. classes, seminars, individual contacts).	E
d) Do skill development experiences meet student need?	1. Evidence of adequacy of skill development experiences to meet student need.	1.1 Survey clients to determine relevancy of skill development experiences.	E

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Career/Life Services

GOAL 3 (continued): TO ASSIST THE CLIENT IN DEVELOPING A PROCESS FOR CAREER/LIFE DECISION-MAKING AND SERVE AS A CLEARING HOUSE FOR INFORMATION

Criteria	Measures	Methods	E/A*
e) Are Career/Life materials available, relevant, comprehensive, and current?	1. Evidence that Career/Life material meet the educational career/occupational, and other personal needs of students.	1.1 Survey clients, staff, and advisory committees, and other experts in the field.	E
		1.2 Inventory client self assessment instruments, (e.g. placement tests, interest inventories, value clarification).	E
		1.3 Evaluate materials in terms of a) industry professional publications b) business and industry vistations c) copyright dates of materials d) gender equity e) labor market statistics f) other relevant measures	E
	2. Evidence that Career/life materials are provided to other services.	1.1 Interview staff to determine whether appropriate materials provided.	E
	3. Evidence of state of the art hardware and software.	1.1 Inventory computerized equipment and software library.	E

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Career/Life Services

GOAL 3 (continued): TO ASSIST THE CLIENT IN DEVELOPING A PROCESS FOR CAREER/LIFE DECISION-MAKING AND SERVE AS A CLEARING HOUSE FOR INFORMATION

Criteria	Measures	Methods	E/A*
f) Is the community aware of your Career/Life Services?	1. Evidence of developing awareness of Career/Life Services.	1.1 Inventory public information resourses regarding Career/Life Services.	E
		1.2 List all activities relating to services (e.g. Career days, college days, guest speakers, seminars).	A
		1.3 Count number of non-students (community members) who use career assessment services.	E

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Career/Life Services

GOAL 3 (continued): TO ASSIST THE CLIENT IN DEVELOPING A PROCESS FOR CAREER/LIFE DECISION-MAKING AND SERVE AS A CLEARING HOUSE FOR INFORMATION

Criteria	Measures	Methods	E/A*
f) Is the community aware of your Career/Life Services?	1. Evidence of developing awareness of Career/Life Services.	1.1 Inventory public information resourses regarding Career/Life Services.	E
		1.2 List all activities relating to services (e.g. Career days, college days, guest speakers, seminars).	A
		1.3 Count number of non-students (community members) who use career assessment services.	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Career/Life Services

GOAL 4: TO COORDINATE CAREER/LIFE SERVICES WITH OTHER STUDENT SERVICES/INSTRUCTIONAL PROGRAMS.

Criteria	Measures	Methods	E/A*
a) Are there cooperative activities with other services and departments.	1. Evidence of cooperative activities.	1.1 Document organizational structure that facilitates coordination.	E
		1.2 Review master calendar of all coordinated activities and scheduled meetings.	E
		1.3 Review publicity regarding activites (e.g. classroom visits, joint projects, division meetings.	E
		1.4 Review coordination and referal efforts regarding job placement and work experience	E
b) Are advisory committees broadly based?	1. Evidence of broadly based committee involvement.	1.1. List composition of occupational planning committees.	E
		1.2 Demonstrate representation from faculty, community practitioners, student services, and students.	E

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Career/Life Services

GOAL 5: TO PROVIDE CAREER/LIFE SERVICES FOR SPECIAL POPULATIONS (I.E., OLDER ADULTS, EOPS, DISABLED AND RE-ENTRY.

Criteria	Measures	Methods	E/A*
a) Are information and materials for special populations available and accessible?	1. Evidence of availability and accessability of information and materials.	1.1 Inventory material for special population.	E
		1.2 Survey special groups regarding availability and accessibility.	E
b) Are there Career/Life Services activities available for special populations?	1. Evidence of special activities.	1.1 Review master calendar of planned activities for special populations.	E
		1.2 Record number of participants.	

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Career/Life Services

GOAL 6: TO PROVIDE STAFF INSERVICE AND EDUCATIONAL UPGRADING OPPORTUNITIES FOR SKILLS AND KNOWLEDGE IN CAREER/LIFE AREAS.

Criteria	Measures	Methods	E/A*
a) Do inservice training activities meet staff needs?	1. Evidence of staff needs assessment.	1.1 Complete staff needs assessment.	E
		1.2 Review planned inservice activities and agendas.	E
		1.3 List participants in inservice activities.	E
		1.4 Identify changes which resulted as a result of the inservice.	E
b) Are educational upgrading opportunities provided?	1. Evidence of educational upgrading opportunities.	1.1 Identify programs available (e.g. conferences, seminars, workshops, on and off campus classes, skill training).	E
		1.2 Survey satisfaction with inservice activities.	E

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STUDENT SERVICES PROGRAM REVIEW PROJECT

CRITERIA, MEASURES, METHODS

COUNSELING

STUDENT SERVICES PROGRAM REVIEW PROJECT

Counseling

GOAL 1: TO CONDUCT STUDENT ORIENTATION ABOUT COLLEGE CURRICULA AND SERVICES

Criteria	Measures	Methods	E/A*
a) Orientation includes complete information on curricula and services	1. Orientation script and materials	1.1 Read/observe script	E
b) Availability of orientation	1. Evidence of appropriate orientation for all students (printed schedules, etc.)	1.1 Interview services personnel	E
	2. Frequency of orientation times (day/eve/other) & locations	2.1 Read printed materials	E
c) Student participation	1. Percent of students participating	1.1 Count total number of students & compare to total enrollemnt	E
	2. Demographic information on participating	2.1 Count students (or sample) by sex, age, ethnicity, status	E
d) Effectiveness of student orientation program	1. Use of student services	1.1 Survey of participants	
	2. Retention of orientation information	2.1 Survey students completing orientation (population or sample)	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Counseling

GOAL 1 (continued): TO CONDUCT STUDENT ORIENTATION ABOUT COLLEGE CURRICULA AND SERVICES

Criteria	Measures	Methods	E/A*
e) Degree of student satisfaction with orientation	1. Evidence of student satisfaction	1.1 Survey students at end of orientation and end of semester	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Counseling

GOAL 2: TO ARTICULATE WITH SCHOOLS, BUSINESS, INDUSTRY, AND APPROPRIATE AGENCIES FOR THE PURPOSE OF IDENTIFYING POTENTIAL STUDENTS AND ASSISTING THEM TO ENTER THE COLLEGE.

Criteria	Measures	Methods	E/A*
a) Counselor visits to appropriate/locations (schools, businesses, etc.)	1. Number of visits	1.1 Count number of visits	E
b) Distribution and use of written material about college and programs	1. Evidence of distribution of materials	1.1 Determine number and location of distributed materials	E
	2. Evidence of utilization of materials	2.1 Survey population or sample of high schools, businesses, or industries to determine extent of use	E
c) Awareness of college programs and services	1. Percentage of population indicating awareness of programs	1.1 Survey population or sample of high schools, businesses, industries, etc.	E
d) Reason for selecting college	1. Percent of students for each reason	1.1 Survey (sample) students enrolling	A
e) Satisfaction with articulation activities	1. Percentage of respondents indicating satisfaction with activities and agreements	1.1 Survey personnel who are part of articulation process	A
	2. Suggestions from respondents	2.1 Survey personnel who are part of art. process	

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GOAL 2 (continued): TO ARTICULATE WITH SCHOOLS, BUSINESS, INDUSTRY, AND APPROPRIATE AGENCIES FOR THE PURPOSE OF IDENTIFYING POTENTIAL STUDENTS AND ASSISTING THEM TO ENTER THE COLLEGE

Criteria	Measures	Methods	E/A*
f) Similarity of demographics of service area and student population	1. Census data	1.1 Examine latest census	E
	2. Feeder high school demographics	2.1 College/high school documents	E
	3. Student data base (Chancellor's Office)	3.1 Procure information	A
	4. Chamber of Commerce data	4.1 Procure information	A
	5. College/district student demographics	5.1 Use data base or survey sample of students	E
		6.1 Compare student profile information to district service area demographics	E
g) College enrollment rates from feeder high schools	1. Percentage of most recent college enrollees from high school graduating classes	1.1 Count size of feeder high school graduating class. Count number of those who entered college directly	E
h Establish reasons for non-enrollment	1. List of reasons for non-enrollment	1.1 Sample a list of high school graduates who did not enroll	A
		1.2 Have high schools conduct exit surveys of their students	

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Counseling

GOAL 2 (continued): TO ARTICULATE WITH SCHOOLS, BUSINESS, INDUSTRY, AND APPROPRIATE AGENCIES FOR THE PURPOSE OF IDENTIFYING POTENTIAL STUDENTS AND ASSISTING THEM TO ENTER THE COLLEGE

Criteria	Measures	Methods	E/A*
i) Enrollment rates from targeted businesses, industries, and social agencies	1. Percentage of enrollees compared to potential enrolees	1.1 Establish target populations 1.2 Determine potential enrollment 1.3 Determine percentage of enrollment	E
j) Extent of difficulties in in transferring coursework into this institution	1. Evidence of difficulties	1.1 Survey in-coming students after transcript/experience evaluations have been made	E
	2. Evidence of procedures for evaluation of prior learning	2.1 Check policy and procedure manuals, and other documents	A
	3. Evidence of procedure for alleviating problems/grievances	3.1 Check policy and procedure manuals, and other documents 3.2 Survey students with problems/grievances	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

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GOAL 3: TO PROVIDE ACADEMIC, CAREER, AND PERSONAL COUNSELING TO ASSIST STUDENTS WITH COURSE AND PROGRAM SELECTION, CAREER SELECTION, AND THE IDENTIFICATION OF PERSONAL AND SPECIAL NEEDS

Criteria	Measures	Methods	E/A*
a) Availability of counseling services	1. Official list	1.1 Review official list of couseling services and validate by interviews	E
b) Variety of service delivery methods	1. List of methods available for each service	1.1 Validate by interview/observation or survey	E
c) Student utilization of counseling services	1. Number of duplicated and unduplicated counseling contacts	1.1 Count counseling contacts	E
d) Student satisfaction with counseling services	1. Degree of student satisfaction with counseling services	1.1 Survey of participating and non-participating students	E
e) Student course completion	1. Student course pass rates 2. Percent of students with educational plan 3. General knowledge of requirements to meet educational goals 4. Number of program changes 5. Evidence of assisting in the resolution of personal problems 6. Use of referral services 7. Degree of student satisfaction with counseling	1-7 Sample to obtain equivalent groups of students who took guidance course(s) and those who did not	E

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Counseling

GOAL 3 (continued): TO PROVIDE ACADEMIC, CAREER, AND PERSONAL COUNSELING TO ASSIST STUDENTS WITH COURSE AND PROGRAM SELECTION, CAREER SELECTION, AND THE IDENTIFICATION OF PERSONAL AND SPECIAL NEEDS

Criteria	Measures	Methods	E/A*
f) Availability of services for students with special needs	1. Published listings of counseling services for students with special needs	1.1 Review listings of counseling services and validate by interviews/surveys	E
g) Sufficient number of credentialed counselors	1. Evidence of students to counselor appropriate ratios	1.1 Calculate student to counselor ratio	E
		1.2 Compare ratio to accepted standards (e.g. - APGA)	A

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Counseling

GOAL 4: TO PROVIDE STUDENTS WITH INFORMATION ABOUT THEIR SKILLS AND ABILITIES AND ABOUT PROGRAM AND COURSE EXPECTATIONS TO ASSIST THEM IN ACHIEVING THEIR ACADEMIC GOALS

Criteria	Measures	Methods	E/A*
a) Relationship between course success rates and assessment scores	1. Letter grades, assessment scores	1.1 Determine rate of course success among qualified vs. underqualified students	E
b) Availability of assessment program	1. Evidence of appropriate assessment program for all students (printed schedule, etc.)	1&2 Interview Student services personnel	E
	2. Frequency of assessment program (day/eve/other location	1&2 Read printed material	E
c) Student participation	1. Percent of students participating in assessment	1.1 Count number of participating students, compare to total enrolled	E
	2. Demographic information on participating and non-participating students	2.1 Count students (or sample) by sex, age, ethnicity, status and compare to those enrolled	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Counseling

GOAL 4 (continued): TO PROVIDE STUDENTS WITH INFORMATION ABOUT THEIR SKILLS AND ABILITIES AND ABOUT PROGRAM PROGRAM AND COURSE EXPECTATIONS TO ASSIST THEM IN ACHIEVING THEIR ACADEMIC GOALS

Criteria	Measures	Methods	E/A*
d) Student satisfaction with assessment/placement procedure	1. Degree of student satisfaction in assessment/placement procedure	1.1 Survey students at the end of session/year	E
e) Instructor satisfaction with assessment/placement procedure	1. Degree of instructor satisfaction in assessment/placement procedure	1.1 Survey instructors at the end of session/year	E
f) Demonstrate reliability and validity of assessment instrument	1. Reliability and validity coefficients	1.1 Compute reliability and validity coefficients	E
g) Distribution of aggregated results from assessment	1. Published aggregated results	1.1 Review final product	A
	2. Extent of distribution	2.1 List of recipients of these results	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

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GOAL 5: TO PROVIDE STUDENTS WITH INFORMATION WHICH WILL ASSIST THEM TO IDENTIFY AND ACHIEVE THEIR CAREER GOALS

Criteria	Measures	Methods	E/A*
a) Availability of career information program	1. Evidence of descriptive written material 2. Availability of career inventories 3. Evidence of computerized information system	1.3 Interview staff, examine literature and materials	E
b) Utilization of career information	1. Amount of use	1.1 Examine records	E
c) Degree to which students identify career goals	1. Evidence of increase in clarity of career goals	1.1 Post or pre/post survey of participants	E
		1.2 Compare career assessed students with non-assessed students	A
d) Distribution of analysis of career results	1. Evidence of analytical reports	1.1 Examine records	E
	2. Evidence of distribution	2.1 Examine list of distribution locations. Note distribution methods and frequency	E
e) Student satisfaction with career services	1. Percent of respondents indicating satisfaction	1.1 Survey students (population or sample)	E

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GOAL 6: TO ARTICULATE WITH EDUCATION INSTITUTIONS, BUSINESS, INDUSTRY AND APPROPRIATE AGENCIES FOR THE PURPOSE OF PROVIDING NECESSARY PLANNING INFORMATION TO STUDENTS

Criteria	Measures	Methods	E/A*
a) Currency and accuracy of articulation agreements with education and industry	1. Evidence of articulation agreements	1.1 Examine documents; note dates	E
		1.2 Verify with appropriate institutions/organizations/etc.	E
b) Accessibility of agreements	1. Number and location of articulation agreements	1.1 Determine number and location	E
	2. Counselor and student knowledge of articulation documents	2.2 Interview, survey counselors and students	E
c) Degree of satisfaction with articulation agreements	1. Percentage of respondents indicating satisfaction	1.1 Interviews with appropriate personnel	E
d) On and off campus contacts with business and industry	1. Nature and number of contacts	1.1 Interview college and business personnel	A
e) College and business participation of vocational advisory committees	1. Nature and number of meetings	1.1 Review advisory committee minutes	E
	2. Attendance reports	2.1 Check attendance	E
f) Evidence of joint college/community/business activities (i.e. Career Day, Transfer Day)	1. Nature and number of joint functions	1.1 Review published documents	E
	2. Attendance at joint functions	2.1 Count attendance	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

GOAL 7: TO PROVIDE NEEDED INSTRUCTION IN COUNSELING-RELATED COURSES

Criteria	Measures	Methods	E/A*
a) Provision of counseling-related courses	1. Report of student needs 2. Evidence of courses 3. List of unmet needs	1&3 Students needs assessment; compare needs assessment to courses offered	E
b) Student course success	1. Achievement of student and course objectives	1.1 Tests, interviews, surveys, and longitudinal information	E
	2. Course completion rates	2.1 Examine grade records	E
c) Satisfaction with counsel-	1. Percentage of respondents indicating satisfaction	1&2 Survey students and personnel who are part of counseling-related courses	E
	2. Suggestions from respondents	1&2 Survey students and personnel	E

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Counseling

GOAL 8: TO COORDINATE COUNSELING SERVICES WITH OTHER STUDENT SERVICES AND INSTRUCTIONAL PROGRAMS

Criteria	Measures	Methods	E/A*
a) Nature and frequency of cooperative activity between counseling and: 1) Instructional areas 2) Counseling aspects of special programs 3) All other student services	1. Records of meetings 2. Memos 3. Reports 4. Counselor agreement	1-4 Examine records and interview personnel	E
b) Satisfaction with and effectiveness of joint activities	1. Nature and number of joint programs and activites	1.1 Examine records	E
	2. Expressed satisfaction	2.1 Interview staff	E
c) Student intra-institutional referrals	1. Number of referrals	1.1 Check referral records	E
d) Counselor participants in instructional planning	1. Records of counselor participation, e.g., membership on instructional committees	1.1 Interview appropriate personnel 1.2 Review minutes and records	E E

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Counseling

GOAL 9: TO MONITOR STUDENT PROGRESS FOR THE PURPOSE OF ASSISTING STUDENTS TO ACHIEVE THEIR GOALS

Criteria	Measures	Methods	E/A*
a) Plan for monitoring student progress	1. Evidence of written document	1.1 Examine document	E
b) Utilization of monitoring process	1. Number of student contacts attributable to monitoring process	1.1 Examine records	E
	2. Records of actions (interventions)	2.1 Examine records	E
	3. Number of referrals to other agencies, services, etc.	3.1 Examine records	E
c) Effectiveness of monitoring process	1. G.P.A., retention, academic progress toward goal	1.1 Analysis of student records 1.2 Comparison of students receiving intervention with those needing but not receiving intervention	E E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Counseling

GOAL 10: TO PREPARE STUDENTS FOR A SUCCESSFUL TRANSITION BEYOND THE COMMUNITY COLLEGE

Criteria	Measures	Methods	E/A*
a) Identification of: 1) transfer students 2) vocational students	1. Evidence of written operational definition of transfer student	1.1 Examine written definition	E
	2. Evidence of written operational definition of vocational student	2.1 Examine written definition	E
	3. Identify numbers of transfer and vocational students	3.1 Count students so identified	E
b) Transition Activities for: 1) transfer students 2) vocational students	1. Evidence of transition activities (including on-campus visits, etc.)	1.1 Examine documents 1.2 Interview staff	E E
c) Effectiveness of transition activities	1. Transfer rate and student success at transfer institutions	1.1 Examine transfer institutions' records	E
	2. Vocational placement and success	2.1 Examine community college records	A
	3. Evidence of student articulation problems	3.1 Interviews - Students - Community College staff - Transfer institutions staff - Business - Industry supervisors, personnel, officers, etc.	A

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Counseling

GOAL 11: TO PROVIDE INSERVICE TRAINING AND OTHER OPPORTUNITIES FOR STAFF DEVELOPMENT

Criteria	Measures	Methods	E/A*
a) Determination of in-service training and professional growth needs	1. List of such needs	1. Survey staff, management, etc.	E
b) Provisions of in-service programs	1. Funding	1.1 Examine budget allocations	E
	2. List of programs 3. Availability of resource personnel	2&3 Examine program records; Note number, types, etc.	E
c) Effectiveness of in-service programs	1. Attainment of objectives	1.1 Survey of participants	E
	2. Participant satisfaction	2.1 Survey of participants	E
	3. Evidence of institutional change as a function of in-service training	3. Examine documents (e.g., staff evaluations, planning documents, etc.)	E

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STUDENT SERVICES PROGRAM REVIEW PROJECT

CRITERIA, MEASURES, METHODS

FINANCIAL AID

Financial Aid

GOAL 1: TO SEEK FINANCIAL AID FUNDING FROM ALL AVAILABLE SOURCES

Criteria	Measures	Methods	E/A*
a) Division of Funding among grants, work and loan resources	1. Institutional policy regarding financial aid	1.1 Examine written institutional policy or interview panel	E
	2. Evidence of applications for funding at federal, state, and local levels	2.1 Check financial aid office for applications and program participation agreement	E
b) Proportion of applications funded	1. Established student financial need as documented in applications	1.1 Examine reports 1.2 Track number of applications denied for lack of funding	E
	2. Level of funding awarded from federal, state, local, and other sources	2.1 Review allocation letters; compare awards to application requests	E
c) Scholarship program development	1. Number of scholarships available	1.1 Count scholarships 1.2 Review the number and quality of contacts with donors (including follow-up reports)	E A
	2. Dollar amounts available	2.1 Count dollars received	E
	3. Number of students applying	3.1 Count number of student applications	E

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GOAL 1 (Continued): TO SEEK FINANCIAL AID FUNDING FROM ALL AVAILABLE SOURCES

Criteria	Measures	Methods	E/A*
c) Scholarship program development (continued)	4. Number & type of students awarded scholarships	4.1 Count the number & type of awards	E
		4.2 Compare donor criteria to potential applicant pool	E
d) Extent of lobbying/political efforts to obtain funding	1. Evidence of contacts made and time spent at local, state, and federal levels	1.1 Examine the nature and number of contacts made	E
	2. Level of involvement	2.1 Check records or interview staff for information. Review the types of contacts made	E
e) Extent of work with professional organizations	1. Evidence of time spent working with organizations	1.1 Interview staff to determine time spent	E
	2. Level of involvement	2.1 Review quality of involvement (e.g., office holder, active participant, etc.)	E
f) Level of participation	1. Number and scope of programs	1.1 Count number of programs	E
		1.2 Review types of programs	E

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Financial Aid

GOAL 2: TO AWARD FUNDS IN A MANNER APPROPRIATE TO STUDENT NEEDS AND IN ACCORDANCE WITH INSTITUTIONAL POLICY

Criteria	Measures	Methods	E/A*
a) Written institutional awarding policies	1. Evidence of written policies adopted by Board	1.1 Examine college publications for statements of financial aid policies	E
b) Advisory group participation	1. Evidence of advisory committee meetings	1.1 Count number of meetings	E
		1.2 Review the minutes regarding the nature of issues addressed	A
		1.3 Review minutes for decisions made, actions taken	
	2. Number of participants	2.1 Count number of participants	E
		2.2 Review participants attendance at meetings	
	3. Breadth of advisory group	3.1 Review list of members to ascertain representation	E
	4. Evidence of Formal charge to committee	4.1 Examine FAO advisory group records	
		4.2 Survey Staff & Committee members	
c) Financial aid recipient demographics	1. Degree to which recipient demographics conform to institutional policy or goals	1.1 Examine formal and/or informal policies	E
		1.2 Compare recipient demographics with policy statements	E
		1.3 Review recipient demographics for income levels, etc.	

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Financial Aid

GOAL 2 (continued): TO AWARD FUNDS IN A MANNER APPROPRIATE TO STUDENT NEEDS AND IN ACCORDANCE WITH INSTITUTIONAL POLICY

Criteria	Measures	Methods	E/A*
d) Nature of disbursements	1. Number and frequency of disbursements	1.1 Count number and frequency	E
	2. Timeliness of disbursements	2.1 Measure turnaround time	E
		2.2 Random survey of students to determine timelines	
	3. Proportion of eligible students served	3.1 Compare recipient numbers with eligible student numbers	E
e) Effectiveness of awarding policies	1. Percentage of recipients in the total enrollment	1.1 Compare total enrollment to recipients records	E
	2. Retention, GPA of recipients	2.1 Compare retention rates and GPA of recipients to non-recipients	A
	3. ADA generated by aid recipients	3.1 Count ADA generated by aid recipients	A
	4. Number of applicants compared to number of recipients	4.1 Compare number of applicants to number of recipients	E
		4.2 Identify reasons/categories of applicants not funded	A

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Financial Aid

GOAL 3: TO DEVELOP AND DISSEMINATE INFORMATION TO TARGETED SEGMENTS OF THE COMMUNITY ABOUT FINANCIAL AID PROGRAMS AND SERVICES

Criteria	Measures	Methods	E/A*
a) Informing targeted segments of community	1. Evidence of institutional policy	1.1 Review policy statement or interview staff	E
		1.2 Survey of financial aid services (on & off campus)	E
	2. Evidence of list of targeted segments	2.1 Review FAO records	
	3. Evidence of awareness of financial aid services	3.1 Survey community to determine awareness	E
b) Provision of financial aid workshops	1. Number of workshops	1.1 Count workshops	E
	2. Quality of workshops	2.1 Review participants' evaluations of workshops	E
		2.2 Review content of workshops	E
	3. Location, time, and attendance	3.1 Review records	E
c) Extent of media coverage	1. Number and scope of new items prepared for publication	1.1 Evaluation of the quantity and quality of media coverage; develop survey	E
d) Extent of student contacts	1. Composition of student contacts (with whom, when, where, and how)	1.1 Review records and/or interview financial aid staff	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or ins[illegible].

GOAL 3 (continued): TO DEVELOP AND DISSEMINATE INFORMATION TO TARGETED SEGMENTS OF THE COMMUNITY ABOUT FINANCIAL AID PROGRAMS AND SERVICES

Criteria	Measures	Methods	E/A*
e) Applications distributed	1. Number of applications (with whom, when, where, and how)	1.1 Review records and/or interview financial aid staff and students	E
		1.2 Annual comparison of number of applicants	
f) Nauture of financial aids publications	1. Quality of publication in terms of content and readability	1.1 Review publications for compliance with local, state, and federal regulations	E
		1.2 Review publication for readability/assess reading level required	E
	2. Availability of publications	2.1 Check numbers and types of publications available	E
		2.2 Check distribution locations	A
	3. Budget available to FAO to produce publications	3.1 Review FAO publications budget	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Financial Aid

GOAL 4: TO PROVIDE ASSISTANCE IN THE FINANCIAL AID APPLICATION AND AWARDING PROCESS

Criteria	Measures	Methods	E/A*
a) Financial aid workshops	1. Number of workshops	1.1 Count workshops	E
	2. Number attending workshops	2.1 Review records	E
	3. Timelines of workshops	3.1 Review schedules	E
	4. Availability of workshops	4.1 Review geographic/demographic considerations	
b) Quality of application	1. Completeness of applications	1.1 Review student files	E
	2. Types of assistance	2.1 Interview students and staff	E
	3. Quality of assistance	3.1 Survey students	E
	4. Number of students complaints	4.1 Interview staff and students	E
	5. Availability of financial aid counseling services	5.1 Examine staffing (numbers, bilingual) and office hours	E
	6. Evidence of cycles, deadlines, priorities for awarding grants	6.1 Review published policies and procedures	E

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Financial Aid

GOAL 5: TO PROVIDE COUNSELING AND REFERRALS IN MATTERS RELATED TO FINANCIAL AID

Criteria	Measures	Methods	E/A*
a) Extent of counseling service	1. Availability	1.1 Examine staffing and office hours	E
	2. Number of contacts, establish referral tracking system	2.1 Examine records for count, average length, content	E
	3. Types of contacts (e.g., group individuals)	3.1 Interview staff and students	E
	4. Number of student referrals	4.1 Interview staff and students	E
	5. Number of staff	5.1 Examine personnel records	E
b) Effectiveness of counseling services	1. Debt management instructional activities	1.1 Interview staff and students 1.2 List types of activities 1.3 Examine exit/entry interview records	E E E
	2. Retention rates	2.1 Examine student records	E
	3. Number and nature of award revisions	3.1 Examine student records	E
	4. Results of referrals	4.1 Interview other services providers and students	E
	5. Confidentiality	5.1 Examine facilities 5.2 Interview staff and students	E E

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Financial Aid

GOAL 6: TO MONITOR THE ACADEMIC PROGRESS OR FINANCIAL AID RECIPIENTS TO COMPLY WITH FEDERAL, STATE, AND INSTITUTIONAL GUIDELINES

Criteria	Measures	Methods	E/A*
a) Academic progress policy	1. Evidence of an academic progress policy and follow-up	1.1 Review policy and procedures for adherence to federal and state guidelines	E
		1.2 Compare procedures with established policy	E
		1.3 Check records or interview financial aid personnnel and students for information	E
	2. Evidence that program participation agreement is enforced	2.1 Check FAO records for follow-up contacts, student agreements, provision for follow-up, counseling, etc.	E
b) Recipients on probation or disqualified	1. Number of recipients on probation who remain enrolled	1.1 Examine student records	E
c) Recipients on probation who remain enrolled	1. Number of recipients on probation who remain enrolled	1.1 Examine student records	E
	2. Number of recipients who graduate, transfer, obtain honors, etc.	2.1 Examine student records	E
d) GPA and units attempted/completed by recipients	1. Number of units attempted/completed, and GPA of recipients	1.1 Examine student records	E

***Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.**

Financial Aid

GOAL 7: TO CERTIFY AND REPORT FINANCIAL AID DATE TO APPROPRIATE AGENCIES

Criteria	Measures	Methods	E/A*
a) Evidence of completion of required reports	1. Acuracy	1.1 Audit and records review	E
	2. Timelines	2.1 Audit and records review	E
	3. Audit trail	3.1 Interview auditors	E
	4. Evidence of conformity with Institutional Guide for Financial Aid Self-Evaluation	4.1 Review reports according to Guide	E
b) Audit exceptions	1. Number of audit exceptions	1.1 Review annual audit and response to resolution of audit citings	E
		1.2 Exit interview with auditors	A
c) Overawards	1. Number of overawards	1.1 Review student files	E
d) Defaults	1. Number of defaults	1.1 Review student files	E
e) Collections	1. Number of collections	1.1 Review student files	E

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Financial Aid

GOAL 8: TO REPORT STUDENT DATA TO THE COLLEGE COMMUNITY AND TO OUTSIDE ORGANIZATIONS

Criteria	Measures	Methods	E/A*
a) Nature of publicity	1. Number and content of newspaper articles and other media prepared for publication	1.1 Check files and/or interview public information officer	E
b) Informational reports generated	1. Timeliness, number, and accuracy of reports	1.1 Review reports and interview staff	E
	2. Circulation (to whom, how, when, and where)	2.1 Interview staff and those receiving reports and check distribution list	E
	3. Evidence of responses to inquiries	3.1 Compare number of requests to number of responses	E

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GOAL 9: TO WORK WITH OTHER COLLEGE OFFICERS TO ENSURE THAT ALL FINANCIAL AID FUNCTIONS ARE PERFORMED IN AN EFFICIENT AND EFFECTIVE MANNER

Criteria	Measures	Methods	E/A*
a) Inter-related activities with other college offices	1. Evidence of inter-related activities	1.1 Interview personnel and examine records	E
	2. Number of meetings held between offices	2.1 Count number of meetings	E
	3. Number of informal contacts	3.1 Interview personnel	E
	4. Timeliness of inter-related activities	4.1 Examine records of activities relative to college calendar	E
	5. Nature and frequency of meetings and informal contacts (include in-service meetings)	5.1 Interview staff in financial aid and other offices	E
	6. Degree of cooperation with other offices	6.1 Interview staff in FAO and other offices	E
b) Effectiveness of inter-related activities	1. Appraisal of financial aid by other college staff	1.1 Interview and survey staff in other college offices	E
c) Inter-office functions and procedures	1. Evidence of inter-office functions and procedures	1.1 Review records and procedures	E
d) Coordination of Funding services	1. Evidence of coordination	1.1 Review records	

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Financial Aid

GOAL 10: TO ADMINISTER PROGRAMS IN COMPLIANCE WITH APPROPRIATE PROGRAM REGULATIONS

Criteria	Measures	Methods	E/A*
a) Compliance with all regulations	1. Evidence of compliance	1.1 Review audit reports	E
		1.2 Review program review results	E
		1.3 Review data validations-EOPS	E
		1.4 Review accreditation report	A
b) Loan billing and collection	1. Evidence of procedures	1.1 Review default rate	E
		1.2 Review audit exception	E
c) Security	1. Evidence of security and retention of files	1.1 Inspection of facilities	E
		1.2 Interview staff re: procedures	E
	2. Evidence of policy of student rights and responsibilities	2.1 Review written policy	E
		2.2 Interview students	A

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GOAL 11: TO CONDUCT ON-GOING EVALUATION OF FINANCIAL AID PROGRAMS AND SERVICES

Criteria	Measures	Methods	E/A*
a) Extent of self-evaluation	1. Use of self-evaluation guide	1.1 Review files	E
		1.2 Check records	E
	2. Number and scope of self-evaluation activities	2.2 Review results of evaluation activities	E
	3. Evidence of FAO goals and objectives for improvement of service	3.1 Review FAO records	A
		3.2 Interview FAO office and staff	
b) Effectiveness of self-evaluation	1. Uses of evaluation	1.1 Examine number of changes in policies and procedures as a result of evaluation	E
		1.2 Interview staff re evaluation results	E

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STUDENT SERVICES PROGRAM REVIEW PROJECT

CRITERIA, MEASURES, METHODS

JOB PLACEMENT

Job Placement

GOAL 1: TO DEVELOP OR IDENTIFY EMPLOYMENT OPPORTUNITIES WHICH ARE APPROPRIATE TO STUDENT NEEDS AND TO THE COLLEGE'S PROGRAMS

Criteria	Measures	Methods	E/A*
a) Availability of job listings	1. Evidence of listings initiated developed by college staff	1.1 Weekly review of job listings to to detemine number	E
	2. How often listings are updated and currency of listings	2.1 Check job listings for recency of dates	E
	3. Accuracy of listings	3.1 Check with employers (random)	E
	4. Types of job listings and sources of listings	4.1 Check job listings for types of jobs and sources for each type	A
b) Extent of employer participation	1. Number of unduplicated employers represented on listings	1.1 Unduplicated number of employers on listings	E
	2. Number of employers brought on campus (job fairs, etc.)	2.1 Count number of employers brought on campus	E
	3. Types of employers vs. community employment base	3.1 Count number of employers in each category vs. number in employment base	A
	4. Frequency and timing of employer participation	4.1 Count how often and note when employers participate	E
c) Extent of employer initiated contacts	1. Number of contacts with job placement office	1.1 Count number of contacts within a specified time interval	E

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GOAL 1 (continued): TO DEVELOP OR IDENTIFY EMPLOYMENT OPPORTUNITIES WHICH ARE APPROPRIATE TO STUDENT NEEDS AND TO THE COLLEGE'S PROGRAMS

Criteria	Measures	Methods	E/A*
c) Extent of employer initiated contacts (cont.)	2. Frequency and timing	2.1 Count how often and note when contacts are made	E
	3. Types of employers making contacts	3.1 Count number in each occupational category vs. number in employment base	E
d) Staff contacts with employers	1. Number of staff contacts with employers	1.1 Review records to count number of contacts	E
	2. Types of contacts (e.g., phone, letter, involvement in professional organizations	2.1 Review of records to count types of contacts within a specified interval	E
	3. Frequency and timing of contacts	3.1 Count how often and note when contacts are made	E
	4. Types of employers (industry) contacted	4.1 Define employment base to be used (i.e., corporate guide)	E
e) Degree of employer satisfaction	1. Level of satisfaction with SES program	1.1 Employer survey	E
	2. Level of satisfaction with contacts	2.1 Employer survey	E
143	3. Continuing employer requests for student employees	3. Count number of repeated employer requests 144	E

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Job Placement

GOAL 2: TO DEVELOP AND DISSEMINATE INFORMATION ABOUT EMPLOYMENT TRENDS AND JOB OPPORTUNITIES TO STUDENTS AND COLLEGE PROGRAM STAFF

Criteria	Measures	Methods	E/A*
a) Availability of information	1. Evidence of types of information (written and non-written, on-campus/off-campus media coverage, etc.)	1.1 List and provide examples of each	E
b) Accessibility of information	1. Evidence of distribution to students, staff, and community 2. Evidence of diverse distribution locations	1&2 For each item listed above, list distribution locations, description of distribution method and indication of targeted group; indicate when each is available	E
	3. Ease of obtaining information	3.1 Consumer satisfaction survey (students and non-students)	A
	4. Evidence of reaching targeted group population	4.1 Survey of targeted groups	E
c) Readability, accuracy, and completeness of information	1. Evidence of clear, concise, and complete information	1.1 Measure reading grade level of all information provided & compare to population reading level	E
		1.2 Review by independent observers (media experts)	A

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Job Placement

GOAL 2 (continued): TO DEVELOP AND DISSEMINATE INFORMATION ABOUT EMPLOYMENT TRENDS AND JOB OPPORTUNITIES TO STUDENTS AND COLLEGE PROGRAM STAFF

Criteria	Measures	Methods	E/A*
d) Recipient awareness of employment trends and job opportunities	1. Evidence of how the student learned about job opportunities	1.1 Ask the question on student intake form	E
	2. Evidence of how staff learned about employment trends and job opportunities	2.1 Staff survey	E
e) Degree of recipient satisfaction	1. Level of satisfaction with materials	1.1 Survey/recipients	E
	2. Continuing requests from recipients for services	2.1 Count number of service requests from recipient groups	E

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Job Placement

GOAL 3: TO DISSEMINATE INFORMATION ABOUT STUDENT EMPLOYMENT SERVICES TO STUDENTS, STAFF, AND COMMUNITY

Criteria	Measures	Methods	E/A*
a) Availability of information	1. Evidence of types of information (written and non-written)	1.1 List and provide example of each	E
b) Accessibility of information	1. Evidence of distribution to students, staff, and community 2. Evidence of diverse distribution locations	1.1 & 2.1 For each example list distribution locations, description of distribution method, and indication of targeted group; indicate when available	E
	3. Ease of obtaining information	3.1 Consumer satisfaction survey (students and non-students)	A
	4. Evidence of reaching targeted group population	4.1 Survey of targeted groups	E
c) Readability and accuracy of information	1. Evidence of clear, concise and complete information	1.1 Measure reading grade level of all information provided and compare to population reading level	E
		1.2 Review by independent observers (media experts)	A
		1.3 Compare number of service requests from targeted groups to representation of targeted groups in the community	A

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Job Placement

GOAL 3 (continued): TO DISSEMINATE INFORMATION ABOUT STUDENT EMPLOYMENT SERVICES TO STUDENTS, STAFF, AND COMMUNITY

Criteria	Measures	Methods	E/A*
d) Recipients' awareness of student employment services	1. Evidence of how the student learned about employment services	1.1 Ask the question on student intake form	E
	2. Evidence of how staff learned about employment services	2.1 Survey staff to determine extent of knowledge of job placement services	E
	3. Evidence of how community learned about employment services	3.1 Count the number and types of business, industries, community agencies, churches, etc. receiving information	E
		3.2 Compare the numbers and types receiving the information to the distribution of these groups in the community	A
e) Degree of recipient satisfaction	1. Level of satisfaction with materials	1.1 Survey/interviews of recipients	E
	2. Level of satisfaction with distribution methods	2.1 Survey/interview of recipients	E
	3. Continuing recipient requests for services	3.1 Count number of service requests from recipient groups	E

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Job Placement

GOAL 4: TO ASSIST STUDENTS TO ACQUIRE JOB SEARCH AND JOB RETENTION SKILLS

Criteria	Measures	Methods	E/A*
a) Availability of activities	1. Evidence of types of activities	1.1 List and provide examples of each type	E
b) Accessibility of activities	1. Location of activities	For each activity, indicate: 1.1 List of locations	E
	2. Frequency of activities	2.1 How often offered	E
	3. Times activities are offered	3.1 When offered (e.g., days/eve)	E
	4. Number and demographics of participants	4.1 Record number and characteristics of student participants 4.2 Compare participants' characteristics to total student population characteristics	E
c) Degree of student learning in workshops/classes/individual sessions	1. Evidence of skills learned resulting from studies	1.1 Pre/post evaluation examination e.g., -written -oral -third party	E

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GOAL 4 (continued): TO ASSIST STUDENTS TO ACQUIRE JOB SEARCH AND JOB RETENTION SKILLS

Criteria	Measures	Methods	E/A*
d) Degree of employer satisfaction with students' general job skill preparation	1. Level of employer satisfaction	1.1 Survey/interview employers	E
e) Degree of student satisfaction with preparation	1. Level of student satisfaction	1.1 Survey/interview students who were placed	E
f) Student job retention and effectiveness at students' job search skills	1. Number of students retained in jobs	1.1 Count number of students retained compared to number placed	E
	2. Characteristics of students retained as compared to students not retained	2.1 Survey/interview employers and students to identify reasons for leaving: i.e., technical/general job skills, factors unrelated to skills	A

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Job Placement

GOAL 5: TO ASSIST STUDENTS TO ACQUIRE THE SKILLS NEEDED FOR PROFESSIONAL GRWOTH AND TRANSITION

Criteria	Measures	Methods	E/A*
a) Availability of activities	1. Evidence of types of activities	1.1 List and provide examples of each type of activity	E
b) Accessibility of activities		For each activity, indicate:	
	1. Location of activities	1.1 List of locations	E
	2. Frequency of activities	2.1 How often offered	E
	3. Times activities are offered	3.1 When offered (e.g., day/eve)	E
	4. Number and demographics of participants	4.1 Compare characteristics of participants to characteristics of targeted student populations	E

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Job Placement

GOAL 5 (continued): TO ASSIST STUDENTS TO ACQUIRE THE SKILLS NEEDED FOR PROFESSIONAL GROWTH AND TRANSITION

Criteria	Measures	Methods	E/A*
c) Degree of student learning in workshops/classes	1. Evidence of skills learned	1.1 Pre/post evaluation/examination e.g., -written -oral -third party	E
d) Change in student job status	1. Number of students changing jobs: - receiving promotions - lateral transfers within field - changing job fields	1.1 Survey/interview students and employers to identify the number of students changing jobs	E
		1.2 Compare the number of students changing jobs to the number of students served by SES	E
	2. Characteristics of students changing jobs, compared to characteristics of students not changing jobs	2.1 Survey/interview students and employers to identify characteristics of students served by SES who changed jobs	A
e) Degree of student & employer satisfaction with preparation	1. Level of student & employer satisfaction	1.1 Survey students & employers to determine level of satisfaction	E

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Job Placement

GOAL 6: TO IDENTIFY QUALIFIED APPLICANTS AND REFER THEM TO PROSPECTIVE EMPLOYERS

Criteria	Measures	Methods	E/A*
a) Availability of policies and procedures	1. Evidence of policies and procedures regarding applicant identification and referral to employers	1.1 Examine policy manuals, procedure manuals, and other documents	E
b) Extent of student referrals to employers	1. Number of students sent to employers for job interviews (including on-campus, off-campus)	1.1 Count student referrals: - total - by job category - by employment category	E
c) Match between applicant qualification and job-hire requirements	1. Evidence of skills training and experience for the jobs to which students are referred	1.1 Examine student qualifications and compare to job requirements	E
	2. Number of students placed	2.1 Count student placements: - total - by job category - by employer category	E
	3. Characteristics of students placed compared to characteristics of students not placed	3.1 Use student applications to identify characteristics of students placed and not placed - total - by job category - by employer category	E A A

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

GOAL 6 (continued): TO IDENTIFY QUALIFIED APPLICANTS AND REFER THEM TO PROSPECTIVE EMPLOYERS

Criteria	Measures	Methods	E/A*
c) Match between applicant qualifications and job-hire requirements (cont.)	4. Employer evaluation of qualification of referred students	4.1 Survey/interview employers to identify characteristics of students placed and not placed - total - by job category - by employer category	 E E A
	5. Student evaluations of their qualification for the jobs to which they were referred	5.1 Survey/interview students to learn their perceptions about their preparation--comparing students placed and not placed - total - by job category - by employer category	 E A A
d) Availability of employment counseling services	1. Evidence of employment counseling services in SES	1.1 Validate by interview of observation - students - staff	E

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Job Placement

GOAL 6 (continued): TO IDENTIFY QUALIFIED APPLICANTS AND REFER THEM TO PROSPECTIVE EMPLOYERS

Criteria	Measures	Methods	E/A*
c) Match between applicant qualifications and job-hire requirements (cont.)	4. Employer evaluation of qualification of referred students	4.1 Survey/interview employers to identify characteristics of students placed and not placed	
		- total	E
		- by job category	E
		- by employer category	A
	5. Student evaluations of their qualification for the jobs to which they were referred	5.1 Survey/interview students to learn their perceptions about their preparation--comparing students placed and not placed	
		- total	E
		- by job category	A
		- by employer category	A
d) Availability of employment counseling services	1. Evidence of employment counseling services in SES	1.1 Validate by interview of observation - students - staff	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

GOAL 8: TO REPORT STUDENT EMPLOYMENT SERVICES DATA TO THE COLLEGE COMMUNITY AND OTHER APPROPRIATE AGENCIES

Criteria	Measures	Methods	E/A*
a) Availability of policies and procedures concerning	1. Evidence of policies and procedures regarding dissemination of data	1.1 Examine policy/procedures manuals and other documents	E
b) Availability of needed data	1. Evidence of availability of needed data	1.1 Examine SES records and reports and other documents	E
c) Extent of requests for data and responses to requests	1. Evidence of requests	1.1 Examine requests for data to determine: - number - when received - when needed - types of data requested - who made requests(s) - legality and appropriateness of request(s)	 E E E E E E
	2. Evidence of responses to requests for data	2.1 Examine responses to requests for data to determine: - number of responses (compared to number of requests) - deadline met - appropriateness of responses to requests	E
d) Degree of recipient satisfaction with responses to data requests	1. Level of recipient satisfaction with responses to data requests	1.1 Number accepted by agency and group compared to number sent	E
		1.2 Survey receiving agencies/groups	A

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Job Placement

GOAL 9: TO WORK EFFECTIVELY WITH THE COLLEGE COMMUNITY

Criteria	Measures	Methods	E/A*
a) Cooperation with other college offices	1. Evidence of cooperation with other college offices e.g., -Career handling -Instructional Dept./ Division	1.1 Document: - number of joint meetings - number of positive responses to requests for assistance or information - number of requests made by SES for assistance/information	E
	2. Evidence of results of cooperative efforts	2.1 For each item identified above document: - who participated - when and how - results of efforts	E
b) Degree of satisfaction with cooperative efforts	1. Level of satisfaction within SES	1.1. Survey SES groups	E
		1.2 Continuing requests for cooperative efforts from SES staff	E
	2. Level of satisfaction within groups with which cooperative efforts were made	2.1 Survey groups	E
		2.2 Continuing requests for cooperative efforts from outside groups	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Job Placement

GOAL 10: TO CONDUCT ON-GOING EVALUATION OF STUDENT EMPLOYMENT SERVICES

Criteria	Measures	Methods	E/A*
a) Availability of an evaluation plan	1. Evidence of appropriate planning	1.1 Examine documents for evidence of planning: - SES level - student services area level - college level - community level	E
b) Degree of on-going implementation of plan	1. Evidence of on-going implementation of plan	1.1 For each appropriate level identified, document: - evaluation dates and content - evaluation report dates and content - who participates - when and how they participate - program and service notifications resulting from evaluations (include staffing and funding)	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

STUDENT SERVICES PROGRAM REVIEW PROJECT

CRITERIA, MEASURES, METHODS

STUDENT AFFAIRS

STUDENT SERVICES PROGRAM REVIEW PROJECT

Student Affairs

GOAL 1: TO PROVIDE INFORMATION ABOUT STUDENT ACTIVITIES, PROGRAMS, AND SERVICES

Criteria	Measures	Methods	E/A*
a) Availability of information	1. Number of informational items available	1.1 Count number of various informational items available by category	E
	2. Frequency location and manner of distribution	2.1 Check publication schedule 2.2 Check location and manner of distribution	E E
b) Effectiveness of information	1. Level of community awareness	1.1 Community survey	E
	2. Accuracy 3. Timeliness 4. Appropriateness of publications to service population 5. Level of student awareness	2-5 Student and staff surveys 1-5 Third party review (person or persons not involved in student affairs program.	E A
c) Type of information	1. Evidence of information re: student due process rights and responsibilites	1.1 Check SA or other publications	E
	2. Evidence of information re: student affirmation action and Title 1X	2.1 Check SA or other publications	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Student Affairs

GOAL 2: TO PROVIDE FOR STUDENT INVOLVEMENT IN STUDENT GOVERNMENT AND INSTITUTIONAL GOVERNANCE

Criteria	Measures	Methods	E/A*
a) Opportunity for student participation in institutional governance	1. College commitment to student involvement in governance	1.1 Check college/district policy statement	E
	2. Variety of governance opportunities	2.1 Number of separate college committee with student members	E
	3. Number of student positions in governance	3.1 For each committee, count number of committee memberships allocated to students compared to total number of committee members	E
b) Effectiveness of student involvement on governance	1. Number attending and participating in committee activities	1.1 Count students attending	E
		1.2 Check committee minutes for student participation	A
	2. Evidence of orientation to governance	2.1 Check record or survey students	E
		2.2 Enrollment in orientation program	
		2.3 Check course outline and constitution for unit credit of student affairs course	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Student Affairs

GOAL 2 (continued): TO PROVIDE FOR STUDENT INVOLVEMENT IN STUDENT GOVERNMENT AND INSTITUTIONAL GOVERNANCE

Criteria	Measures	Methods	E/A*
c) Opportunities for students to participate in student governance	1. Number and profile of students running for offices (e.g. day, evening	1.1 Check number & profile in election results	E
	2. Number and profile of students applying for appointive positions	2.1 Check number & profile of students applying	E
	3. Number and profile of students voting in elections	3.1 Count number & profile of students voting compared to total enrollment	E
d) Institutional support for student government	1. Number and type of staffing	1.1 Check staffing pattern	E
	2. Nature and amount of funding	2.1 Examine SA budget (fees, expenses	E
	3. Adequacy of facilities	3.1 Check facilities master plan and/or interviews	E
	4. Staff involvement in encouraging student participation	4.1 Interview	E
e) Student satisfaction with opportunities for participation in governance	1. Evidence of student satisfaction with range and quality of opportunities	1.1 Student survey	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Student Affairs

GOAL 3: TO PROVIDE OPPORTUNITIES FOR STUDENT INVOLVEMENT IN CAMPUS AND COMMUNITY ACTIVITIES WHICH FOSTER CULTURAL AND CITIZENSHIP ENRICHMENT AND VOLUNTEER SERVICE

Criteria	Measures	Methods	E/A*
a) Existence and availability of campus and community activities (e.g. student clubs)	1. Evidence of a wide range of activities designed to reach the maximum number of students	1.1 Check records or activities calendar	E
	2. Evidence of process for developing a new activity	2.1 Check policy manual and department goals and objectives	E
	3. Evidence of location suitable for activities	3.1 Check facilities provided and facilities plan	E
b) Student participation in these activities	1. Number of students participating	1.1 Count number in each activity	E
	2. Demographic information on participants	2.1 Count students by appropriate categories and compare to demographics of total enrollment	E
c) Student satisfaction with activities	1. Degree of student satisfaction with existing activities	1.1 Student survey	E
	2. Student satisfaction with range and quality of activities	2.1 Student survey	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Student Affairs

GOAL 3 (continued): TO PROVIDE OPPORTUNITIES FOR STUDENT INVOLVEMENT IN CAMPUS AND COMMUNITY ACTIVITIES WHICH FOSTER CULTURAL AND CITIZENSHIP ENRICHMENT AND VOLUNTEER SERVICE

Criteria	Measures	Methods	E/A*
d) Staff and community satisfaction with activities	1. Degree of satisfaction with activites	1.1 College staff and community surveys	E
e) Existence of activities recognizing student contributions: academic, service, leadership	1. Evidence of activities	1.1 Review records or activity calendar	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

GOAL 4: TO PROVIDE OPPORTUNITIES FOR STUDENTS TO PARTICIPATE IN INTERCOLLEGIATE AND INTRAMURAL ATHLETIC COMPETITION

Criteria	Measures	Methods	E/A*
a) Existence of intercollegiate athletic programs	1. Evidence of appropriate level of intercollegiate program	1.1 Check schedules and records	E
	2. Compliance with state and federal regulations	2.1 Check compliance with regulations	E
b) Campus and community involvement in planning and evaluation of inter-collegiate programs	1. Evidence of campus and community involvement in planning and evaluation	1.1 Records and minutes of meetings 1.2 Interview students and others involved 1.3 Examine campus policy	E E E
c) Institutional support for inter-collegiate program	1. Number and type of staffing	1.1 Check staffing patterns	E
	2. Nature and amount of funding	2.1 Examine budget	E
	3. Adequacy of facilities	3.1 Check facilities master plan and/or interviews with students/staff	E
d) Existence of intramural athletic programs	1. Evidence of appropriate level intermural program	1.1 Schedules and records	E
	2. Compliance with state and federal regulations	2.1 Check compliance with regulations	E
e) Campus community involvement in planning and evaluation of Intramural programs	1. Evidence of campus community involvement in planning and evaluation	1.1 Records and minutes 1.2 Interviews 1.3 Examine campus policy	A E E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight

GOAL 4: (continued) TO PROVIDE OPPORTUNITIES FOR STUDENTS TO PARTICIPATE IN INTERCOLLEGIATE AND INTRAMURAL ATHLETIC COMPETITION

Criteria	Measures	Methods	E/A*
f) Institutional support for intramural program	1. Number and type of staffing	1.1 Check staffing patterns	E
	2. Nature and amount of funding	2.1 Examine budget to determine nature and amount of funding	E
	3. Adequacy of facilities and/or interview	3.1 Check facilities master plan	E
g) Existence of programs and services that enhance and support the educational process for student athletes	1. Evidence of such programs and services	1.1 Interview	E
		1.2 Check student handbook and other printer materials	E
		1.3 Identify services	E
		1.4 Check academic progress of student athletes	E
h) Student satisfaction with intercollegiate program	1. Degree of student satisfaction with program	1.1 Survey students	E
	2. Student satisfaction with educational support system	2.1 Student survey	E
i) Student/community attendance at athlete events	1. Total attendance	1.1 Count those attending	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

GOAL 5: TO EDUCATE THE CAMPUS COMMUNITY ABOUT THE VALUE OF STUDENT AFFAIRS PROGRAMS AND SERVICES

Criteria	Measures	Methods	E/A*
a) Awareness, understanding, and acceptance of the value of student activity programs and services by the campus community	1. Degree of awareness, understanding, and acceptance by college students and staff	1.1 Survey campus personnel	E
	2. Extent of staff participation	2.1 Number of staff involved compared to total number	E
	3. Extent of student participation	3.1 Number of students involved compared to total number	E
	4. Degree of institutional support	4.1 Check facilities, funding history, and staffing pattern	E
b) Campus-community involvement in student activities planning and evaluation	1. Evidence of an involvement process	1.1 Interview appropriate personnel 1.2 Examine appropriate records, policies, and/or minutes	E E
	2. Number of participants involved	2.1 Count number involved	E
	3. Demographic information on participants	3. Count by appropriate categories and compare to demographic of total enrollment and community	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Student Affairs

GOAL 5 (continued): TO EDUCATE THE CAMPUS COMMUNITY ABOUT THE VALUE OF STUDENT AFFAIRS PROGRAMS AND SERVICES

Criteria	Measures	Methods	E/A*
c) Interaction and coordination between curricular and co-curricular programs	1. Evidence of scheduled interactions	1.1 Count number	E
	2. Development of jointly sponsored programs	2.1 Check appropriate records, count number of programs	E
		2.2 Survey appropriate personnel	E
d) Existence of instruction available to students involved in student activity programs	1. Types of courses in student leadership and development	1.1 Count number of classes in schedules and catalog	E
e) Long-range benefits to individuals participating in student affairs	1. Evidence of long-range benefits	1.2 Longitudinal Studies	A
		2.1 Post-hoc studies of former students	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

STUDENT SERVICES PROGRAM REVIEW PROJECT

CRITERIA, MEASURES, METHODS

TUTORIAL SERVICES

STUDENT SERVICES PROGRAM REVIEW PROJECT

Tutorial Services

GOAL 1: TO PROMOTE INDIVIDUAL STUDENT SUCCESS AND RETENTION.

Criteria	Measures	Methods	E/A*
a) Do you develop written definitions of success for each student?	1. Evidence of written definitions.	1.1 Examine written definitions	E
b) Is there evidence that tutored students are successful?	1. Course grades.	1.1 Examine student transcripts for improvement.	E
	2. Pre-post changes in relation to success definition.	2.1 Examine student performance.	E
	3. Degree of student satisfaction with their progress.	3.1 Exit interview. 3.2 Formal/Informal survey.	E E
	4. Difference in course grades between tutored and non-tutored students (who need tutoring).	4.1 Establish equivalent groups Give one group tutoring and compare course grades of groups.	A
c) Do tutored students complete courses, programs, and objectives?	1. Course completion rates.	1.1 Examine transcripts.	E
	2. Educational objectives completion rates.	2.1 Follow-up interview/questionnaire.	E
	3. Continuation rates in program as per objective.	3.1 Evidence of enrollment in program per transcripts.	E

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*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Tutorial Services

GOAL 2: TO ASSURE THAT STUDENTS AND COMMUNITY RECEIVE APPROPRIATE INFORMATION ABOUT TUTORIAL SERVICES.

Criteria	Measures	Methods	E/A*
a) Are students, staff and appropriate community people aware of tutorial services?	1. Evidence and source of awareness.	1.1 Survey students, staff, and community (e.g., high school students).	E
b) Is information about tutorial services available and widely distributed?	1. Amount of information available.	1.1 Count number.	E
	2. Variety of types of information available.	2.1 Count number of types.	E
	3. Frequency of distribution.	3.1 Tally frequency of distribution.	E
c) Is information appropriate for intended audience (e.g. readibility, language used?	1. Opinion of staff and audience.	1.1 Interview/survey appropriate audience and staff.	E

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Tutorial Services

GOAL 3: TO HELP IDENTIFY, REFER, AND DETERMINE STUDENTS' TUTORIAL NEEDS.

Criteria	Measures	Methods	E/A*
a) Are effective procedures in place whereby students can be identified and referred to tutorial services?	1. Scope of referral network (e.g. referred by counselors, self, instructors, assessment center, peers, other support services, by academic standing, etc.)	1.1 Examine referral procedure and count students by type of referral.	E
b) Are students' tutorial needs accurately identified?	1. Verification of students needs with staff statements, intake interview/referral forms and assessment data.	1.1 Interview staff and students. 1.2 Compare student, staff, and assessment information.	E E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Tutorial Services

GOAL 4: TO PROVIDE EFFECTIVE TRAINING FOR TUTORS.

Criteria	Measures	Methods	E/A*
a) Are training activities provided for tutors?	1. Evidence of types of training activities.	1.1 List activities.	E
b) Are all tutors provided training?	1. Evidence of completion of training activites.	1.1 Count number of tutors and number of tutors trained.	E
c) Is tutor training effective?	1. Degree of tutor satisfaction with training.	1.1 Survey trained tutors.	E
	2. Degree of staff satisfaction with training.	2.1 Survey staff.	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Tutorial Services

GOAL 5: TO PROVIDE TUTORIAL ASSISTANCE TO STUDENTS IN SPECIFIC AREAS.

Criteria	Measures	Methods	E/A*
a) Is content tutoring provided in a diverse scope of content area?	1. Evidence of broad scope of content available.	1.1 Compare listings of tutoring available to class schedule, student requests, and faculty. referrals.	E
b) Is an adequate number of content tutors available?	1. Evidence of adequate number of tutors per subject.	1.1 List tutors by subject and compare to need.	E
c) Is an adequate budget for content tutoring available?	1. Evidence of adequate budget for tutor salaries.	1.1 Compare budget to student request and faculty referral needs.	E
d) Do students avail themselves of content tutoring.	1. Number of students served.	1.1 Count number of students.	E
e) Is content tutoring effective?	1. Student satisfaction with content tutoring.	1.1 Survey student opinion.	E
	2. Improvement in classroom performance.	2.1 Compare students' course performance before and after receiving tutoring.	E
		2.2 Survey faculty regarding improvement.	E

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Tutorial Services

GOAL 6: TO PROVIDE TUTORIAL ASSISTANCE IN THE AREA OF STUDY SKILLS ACQUISITION.

Criteria	Measures	Methods	E/A*
a) Is a comprehensive study skills tutoring program provided?	1. Scope of study skills tutoring available.	1.1 Examine list of study skills tutoring available.	E
b) Is an adequate number of study skills tutors available?	1. Evidence of an adequate number of study skills tutors.	1.1 Compare "filled" to "unfilled" requests.	E
		1.2 Count number of study skills tutors.	E
c) Is an adequate tutoring budget available?	1. Evidence of an adequate budget for tutors.	1.1 Compare budget available to students requests and faculty referral needs.	E
d) Do students avail themselves of study skills tutoring?	1. Number of students tutored in study skills.	1.1 Count number of students served.	E
e) Is study skills tutoring effective	1. Evidence of study skills acquisition.	1.1 Pre- and post-measures of study skills.	E
	2. Improvement of classroom performance.	2.1 Examine classroom performance before and after tutoring.	E
	3. Student and tutor satisfaction.	3.1 Survey students and tutors.	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Tutorial Services

GOAL 7: TO PROVIDE SPECIALIZED TUTORIAL ASSISTANCE TO TARGETED GROUPS.

Criteria	Measures	Methods	E/A*
a) Are specialized tutorial services provided for targeted groups?	1. Evidence of specialized tutorial services.	1.1 List services by type/target group.	E
	2. Number of students tutored from targeted groups.	2.1 List and count number of students from targeted groups.	E
b) Is funding available for specialized tutorial services for targeted groups?	1. Evidence of budget accounts and audit reports.	1.1 Examine budget and reports.	E
c) Is specialized tutorial assistance effective?	1. Difference in academic performance between members of targeted groups receiving tutoring and targeted groups not receiving special assistance.	1.1 Compare grade performance of groups.	A
		1.2 Compare "time of task" of groups.	A
		1.3 Compare student interest levels of groups.	A

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

Tutorial Services

GOAL 8: TO COORDINATE TUTORIAL SERVICES, INCLUDING REFERRALS, WITH OTHER STUDENT SERVICES AND INSTRUCTIONAL PROGRAMS.

Criteria	Measures	Methods	E/A*
a) Is an effective coordinating network in place which includes tutorial services, student services, and instructional programs?	1. Evidence of an effective coordination plan.	1.1 Review plan.	E
		1.2 Check plan for inter-relationship of all services.	E
	2. Satisfaction with existing coordinating network.	2.1 Survey concerned parties from support services and instruction.	E

*Indicates which methods are essential ("E") for program review and which provide additional ("A") information and/or insight.

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PILOT COLLEGES AND AREAS TESTED

PARTICIPATING COLLEGES WHO COMPLETED PILOT TESTING OF SELECTED EVALUATION MODELS

COLLEGE	ADMISSIONS & RECORDS	ASSESSMENT SERVICES	CAREER CENTER SERVICES	COUNSELING	FINANCIAL AID	JOB PLACEMENT SERVICES	STUDENT AFFAIRS	TUTORIAL SERVICES
American River				*	*	*	*	
Butte	*			*	*	*	*	
Cabrillo			*					*
Canada	*			*				
Chabot			*	*				
College of San Mateo	*	*	*	*				
College of the Siskiyous		*	*					*
Cosumnes River		*	*					
Foothill	*	*		*	*			
Grossmont							*	
Merced	*							

PARTICIPATING COLLEGES WHO COMPLETED PILOT TESTING OF SELECTED EVALUATION MODELS

COLLEGE	ADMISSIONS & RECORDS	ASSESSMENT SERVICES	CAREER CENTER. SERVICES	COUNSELING	FINANCIAL AID	JOB PLACEMENT SERVICES	STUDENT AFFAIRS	TUTORIAL SERVICES
Mira Costa				*				
Modesto			*	*	*	*		
Monterey Peninsula	*			*				
Moorpark		*	*					*
Mt. San Antonio		*	*					
Napa Valley	*			*			*	
Ohlone		*	*					*
Palomar						*		*
Rancho Santiago	*	*		*				
Rio Hondo		*	*	*				
Sacramento City	*			*				

PARTICIPATING COLLEGES WHO COMPLETED PILOT TESTING OF SELECTED EVALUATION MODELS

COLLEGE	ADMISSIONS & RECORDS	ASSESSMENT SERVICES	CAREER CENTER SERVICES	COUNSELING	FINANCIAL AID	JOB PLACEMENT SERVICES	STUDENT AFFAIRS	TUTORIAL SERVICES
Saddleback			*					
San Bernadino Valley							*	
San Diego City		*						
Santa Barbara City	*		*		*	*	*	
Santa Rosa	*			*		*		
Solano		*	*					*
Taft	*							
TOTAL	12	11	13	14	5	6	6	6

COLLEGE REPORT

ON

SSPRP EXPERIENCES

THE COLLEGES REPORT ON THEIR SSPRP EXPERIENCES

At the close of each SSPRP Phase, "process surveys" were distributed to the colleges which implemented the pilot models. The purpose of the survey was to identify the environmental and process characteristics that were most conducive to successful implementation in order to assist colleges using the models in the future. We found the following:

WHY DID THE COLLEGES JOIN SSPRP?

In all cases, the decision to participate was made and/or supported by either the college president or the dean or vice-president of student services.

The colleges reported that the need to evaluate student services was a pressing one and models available are limited. The SSPRP provided the instruments and the opportunity to evaluate through use of a common model, providing a common data base among colleges.

HOW DID THE COLLEGES BEGIN?

Most of the colleges formed broad based SSPRP steering committees with strong administrative participation, and they appointed a SSPRP Coordinator who was usually a student services administrator. Most attended SSPRP Orientation Workshops.

DID THE COLLEGES HAVE RESEARCH SUPPORT?

Colleges did not all have institutional research offices but most involved an individual on staff with interest and expertise who assisted with the technical portions of the research (questionnaires, statistics). Computer assistance was helpful.

HOW DID SSPRP HELP THE COLLEGES?

More than half of the implementing colleges used the models for the student services portion of their self-studies for accreditation, as recommended by WASC. Colleges reported that the evaluation process provoked healthy discussion among staff and often resulted in needed changes.

DID YOU HAVE ANY PROBLEMS?

Some colleges found the complete implementation of a model too time consuming and selected only the goals to evaluate which would provide the most valuable information to the college.

PROGRAM EVALUATION:

PRINCIPLES, PURPOSES, AND PROCEDURES

PROGRAM EVALUATION

PRINCIPLES, PURPOSES, AND PROCEDURES

The Student Services Program Review Project (SSPRP) was created by colleges who made the assumption that program review or evaluation is a healthy and necessary practice for improving the services they provide to students. To assist those embarking upon the program review process, the following summarizes the main tenets of evaluation agreed on by experts in the field. In addition, possible purposes of evaluation are considered, and procedural steps are outlined.

Principles

It is generally agreed upon among all evaluators, whatever methodology or model they may espouse, that there are certain criteria which should be the mainstay of any evaluation.

> The evaluation should result from information which is useful to the program participants, administrators, and other intended users.
>
> The program evaluation should be developed so that it can be done within the resources of the college or district -- that is, it should be possible for the college to accomplish the evaluation with current staff or be able to provide adequate outside resources to reach the goal.
>
> The evaluation being conducted should be appropriate to the institution and to its purposes; the college should be asking questions to obtain the appropriate information.
>
> The evaluation should be conducted with concern for attention to validity and reliability of the data being collected. Clearly, evaluation reports based on inaccurate data would be of no use to the college or to program practitioners.

There are other basic principles which should be considered before starting an evaluation.

> Program evaluations and research are not synonymous; collecting data is not the "end" of program evaluation. Judgements made from collected data, as well as other considerations make up the sum of a program evaluation project.
>
> Desired changes resulting from program activities should be defined. These become the performance standards against which the success of program services may be measured.
>
> Before decisions are made about the purposes of the evaluation or the procedures, another essential step is the development of a working relationship among the participants in the process. Evaluation is a group process like any other and must be based on a solid cooperative foundation between the evaluator(s) and the other program participants.

Before initiating a program evaluation, the college should consider the "audience" and possible uses of the evaluation results. Being clear about the intended uses helps determine which alternatives for information collection are implemented.

Purposes

Why bother to evaluate something? Since there are many possible answers to this question. it is essential that a college consider specifically why an evaluation is being done.

In most cases, people do evaluations in order to improve programs. The stated purpose of the Student Services Program Review Project was to develop designs for evaluation which can be used by colleges for their own purposes, with the assumption that the results would be used to validate or improve services to students.

More specifically, some of the questions which can be answered by conducting program evaluation, are:

1. What is a program intended to accomplish and what are the results of the program practices?
2. Are the program's objectives realistic, appropriate to the institution, and important to the participants?
3. Are the resources available to the program adequate to carry out the program objectives?
4. Are resources being used effectively? (accountability)
5. How can the program be changed or improved? (formative evaluation)
6. Should the program be continued? (summative evaluation)

Findings from an evaluation may also reveal, in addition to answers to the questions asked, other relevant (but unexpected) information. It may reveal, for example, that further research is necessary to determine whether the apparent differences between goals reached and goals intended are a result of program practices or other influences.

Because of the many possible purposes and outcomes of program evaluation, the consideration of purposes must be a deliberate, carefully planned step in the program evaluation process. Once, these purposes are clear to all concerned, the process of actually "doing" and evaluation begins.

Procedures

The Student Services Program Review Project has involved colleges in the development of objectives for eight areas of student services. For each of these objectives, teams of writers have identified criteria, measures, and methods which are used to determine whether the objectives are being met. A college may evaluate as many of the programs as they wish. Colleges may select objectives to evaluate from within each program as appropriate to their institutions.

The question, next, is HOW TO GET STARTED? Eight steps which normally are included in an evaluation plan are described in Program Evaluation Skills for Busy Administrators developed by the Northwest Regional Educational Laboratory (p. 24). These are summarized below.

Evaluation Plan Outline

Step	Question
1. Objectives/Issues	What questions are being asked?
2. Information Requirements	What information is needed to answer the questions?
3. Information Source	From whom can the necessary information be secured?
4. Instruments	What can be used to find the answer?
5. Design	Who will complete the instruments and what comparisons may be made?
6. Time Schedule	When will the information be collected, analyzed and reported?
7. Analysis	What do we do with the data?
8. Report	Who needs to know about it?

Once an evaluation has been formulated (steps 1-5), a timeline for implementation should be developed including the target completion dates for all steps in the evaluation process. In addition, specific action plans should be outlined and persons responsible for implementation should be identified.

The final step in an evaluation will be the analysis, reporting, and dissemination of data. This is the final and most important step.

GETTING ORGANIZED

This section provides information designed to assist you in organizing the evaluation activities which will take place as part of your involvement in the Student Services Program Review Project. The ideas which are presented have proven themselves in prior evaluation projects and represent a kind of mini-catalog of possibilities.

Although recommendations are made concerning the specifics of the ideas presented, these should be viewed as suggestions. You should feel free to add-to, delete-from, or otherwise modify these suggestions as appropriate to your own college.

1. Evaluation Steering Committee

It is always a good idea to establish a Steering Committee. Although roles tend to vary from project to project, in general, a steering committee can provide the following:

Overall guidance for project-related activities.

Involvement of all parts of the college community in the project.

Direct access to resources needed to conduct the project--especially those which are unforeseen during initial project planning.

Linkage to other college and/or community activities which have a relationship to project activities.

Membership on a steering committee should be determined by the nature of the project-related activities and general college/district policies. As an underlying principle, it is appropriate to have each major constituency which will be affected by the outcome of projects activities represented on the Steering Committee. This includes administrators, faculty, trustees, students, classified staff, and community representatives.

A second principle recognizes outcomes which are expected to have implications for budget allocations. Persons who are responsible for making budget allocation decisions should be included in the membership of the Steering Committee. This serves the dual purpose of keeping the project within reasonable college resources limits, and keeping college budget decision-makers directly aware of project developments.

Typically, steering committees have the following project-related responsibilities:

a. Develop consensus on goals and general objectives for the project.

b. Develop and implement the process by which evaluation criteria, methods, and measures will be selected and implemented in each aspect of the project.

c. Establish the calendar for accomplishing project-related activities.

d. Establish and implement mechanisms for keeping all members of the college community informed of project progress. Such mechanisms might include a project newsletter, presentations at faculty and other college meetings, distribution of project progress reports, and the like.

e. Establish and implement communications appropriate to managing the project (e.g., reminder notices about approaching deadlines, information about who is available to provide what kind of assistance to project teams.)

f. Serve as resource persons for project teams as they implement those aspects of the project for which they are responsible.

SSPRP Colleges have used steering committees to oversee one or more program area evaluations and to coordinate project teams.

2. Project Teams

The establishment of project teams provides several advantages in implementing the project:

They allow for the involvement of larger number of members of the college community in the project.

They enhance the likelihood of meeting project deadlines by distributing responsibilities among several individuals who normally have different time pressures in relation to their usual college responsibilities.

They establish a cooperative climate for ongoing implementation of project outcomes and recommendations.

They serve to keep a larger number of the college community directly informed of project developments.

They distribute ownership of the project across the college community. The size and membership of project teams will likely vary from one aspect of the project to another. If possible, each team should have at least on representative from each functional area of the college which will be directly involved in implementing this aspect of the project. In addition, within the limits of manageable team size, one or more members should be from function areas not directly involved. Membership by persons from "other" areas serves to broaden the base of the project and adds an additional perspective to the work of the team.

Within the guidelines established by the project Steering Committee, each project team would have the following responsibilities.

a. Develop the specific objectives which will attain the project goals in the team's area of responsibility.

b. Select and implement the methods and measures which provide the information necessary to respond to the evaluation criteria relevant to the team's area.

c. Establish a team calendar for accomplishing project-related task.

d. Develop progress and final reports.

SSPRP Colleges have used project teams to implement each program area evaluation or evaluation of objectives within the program area.

EVALUATION METHODS

The common activities of most student services programs make it possible to articulate evaluation methods that can be generally applied. However, the diverse nature of the same programs will require local adaptation to these methods. For this reason, a "boiler-plate" evaluation model has been provided for the following evaluation methods, which are frequently recommended in the models:

a. Record Examination

b. Listing Data

c. Third Party Review/Report

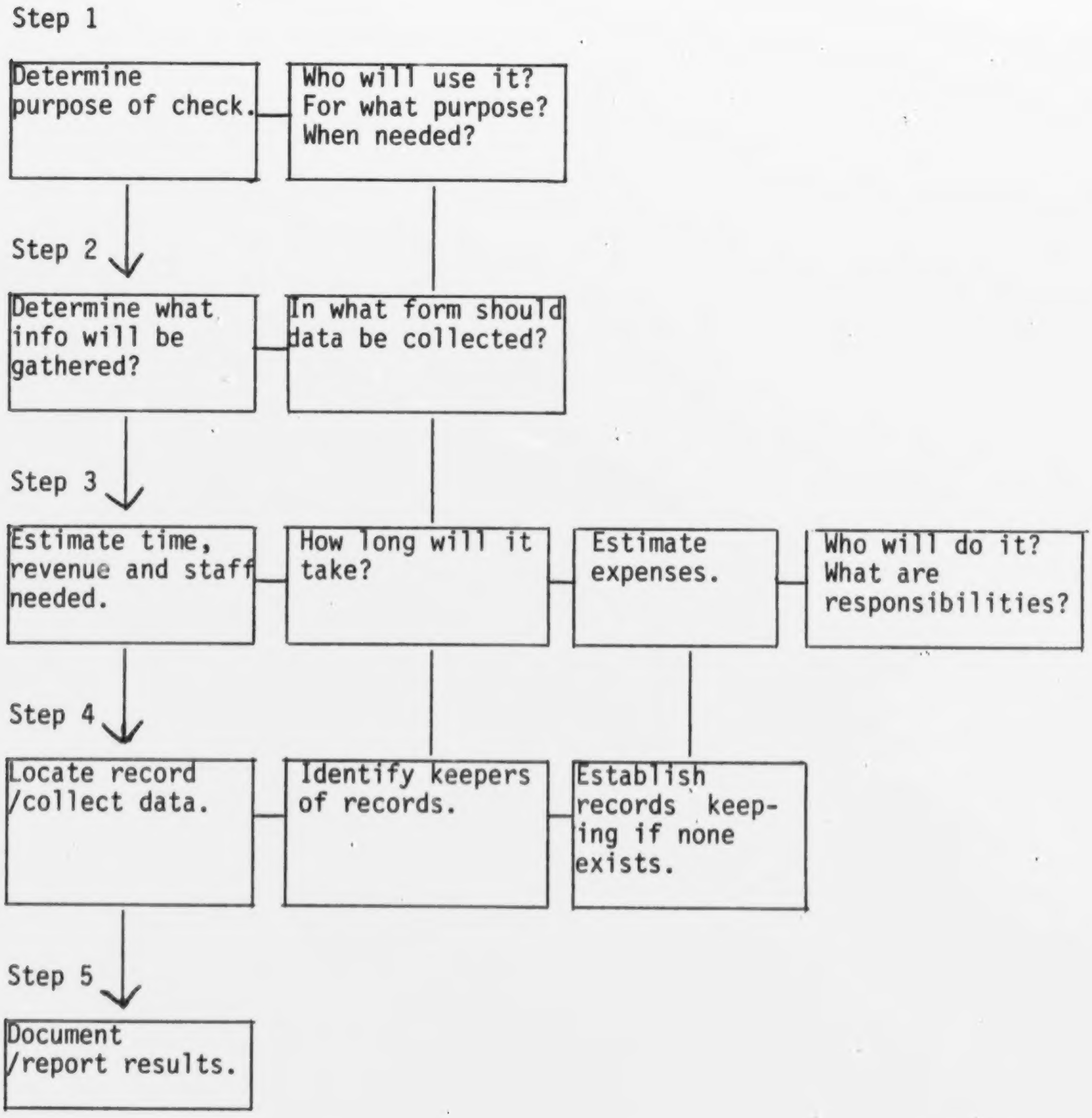
d. Simulation

e. Surveys

Each evaluation method will be presented with essential steps clearly identified. Each step will be further described with the key points brought to the attention of the users. Because each method is presented in general sense, college personnel will need to exercise discretion to adapt the method to fit their situation.

A. Record Examination

This evaluation method involves the examination of records to ascertain needed information about the nature of student services programs. To adequately conduct a records check, the following steps should be followed:


Step 1
Determine purpose of check.
Who will use it? For what purpose? When needed?
Step 2
Determine what info will be gathered?
In what form should data be collected?
Step 3
Estimate time, revenue and staff needed.
How long will it take?
Estimate expenses.
Who will do it? What are responsibilities?
Step 4
Locate record /collect data.
Identify keepers of records.
Establish records keeping if none exists.
Step 5
Document /report results.

STEP 1: Determine purpose of records check.

It is important for the evaluator to know for what purpose the information will be used. In general, data of this type is used to:

a. Determine the efficacy of a program

b. Acquire more knowledge about a program

c. Make decisions about the future status of a program

If the results of the records check are to be used for decision-making, then it is imperative for the evaluator to know what decisions will be made. Without this knowledge, the process may yield information that is unnecessary for decision-making purposes.

Questions to be answered at this stage include the following:

What decisions will be made as a result of this examination?

Who will use the data gathered?

Are there federal, state, or local mandates that govern the acquisition of these data?

STEP 2: Determine what information will be gathered.

To make sure the final report contains the desired information in the correct format, the evaluator must determine with the users of the report what information will be needed. The pertinent questions for this purpose are as follows:

Will data on all students served by the program be needed, or is a sample sufficient?

Are there any constraints on how data can be gathered?

Can data be collected at any time? If not, what are the crucial dates?

STEP 3: Estimate the time, revenue, and staff needed.

The evaluator will need to determine the timeline for the completion of the records check. Establishing a timeline will assist in determining what staff can be assigned and what resources will be available. To proceed with this estimate, the evaluator will need to respond to the following:

How long will this evaluation process take to complete? What are the crucial deadlines of the project? Beginning? Staff assignments? Due date?

Will the evaluation project have a budget? Will any of the following items need to be included?

- Staff salaries/benefits
- Consultants
- Travel
- Supplies and Printing
- Telephone
- Equipment

Who will be the key staff assigned to this process? Who will be designated as backup staff? What are staff responsibilities? Who will be in charge?

STEP 4: Locate records/collect data.

The actual finding and recording of information may be a simple one day or hour task, or it may require numerous days to ascertain the necessary information. However, the process cannot proceed unless records are identified and made available.

Records can be kept in various locations; however, the evaluator, must begin in search in the most logical places. To this end, identify the supervisor of the student services program under examination, and begin the search seeking answers to the following questions:

Who and where are the record keepers, and what kind of information do they maintain?

Are records maintained by two or more people? Who will inform them of your needs and coordinate collection of materials, data, etc.?

Are the records maintained electronically or on hard copy?

Who is responsible for record updating?

Who maintains the historical records files? Where?

If record do not exist, who should maintain them? How should that process be initiated.

Can data be collected electronically? Who will write programs to assist such a process?

STEP 5: Document/report results.

The evaluator should maintain files of each records examination project. These files can be used as archives and as backup if ever needed. It is strongly suggested that archives such as these be kept electronically and on hard copy. Thus, the use of a computer is highly recommended.

To determine how these files will be maintained, the evaluator should answer the following questions:

> Will this information be used for other reports? By other evaluators? If so, can it be easily retrieved?
>
> Is the information confidential in nature? What type of security precautions will be needed?
>
> Will the information or final reports be distributed to sources outside of the college or be used for audits? If so what procedures will be established to prepare reports for dissemination or audit reviews?

The report writing is the final stage of this evaluation process. The evaluator should strive to create an evaluation report which summarizes the information that has been gathered in a clear concise manner.

In general, each evaluation report should have:

a. A title and author identification

b. An introduction which highlights evaluation purpose and key questions

c. A description of the methodology

d. A description of costs, timeline, staffing

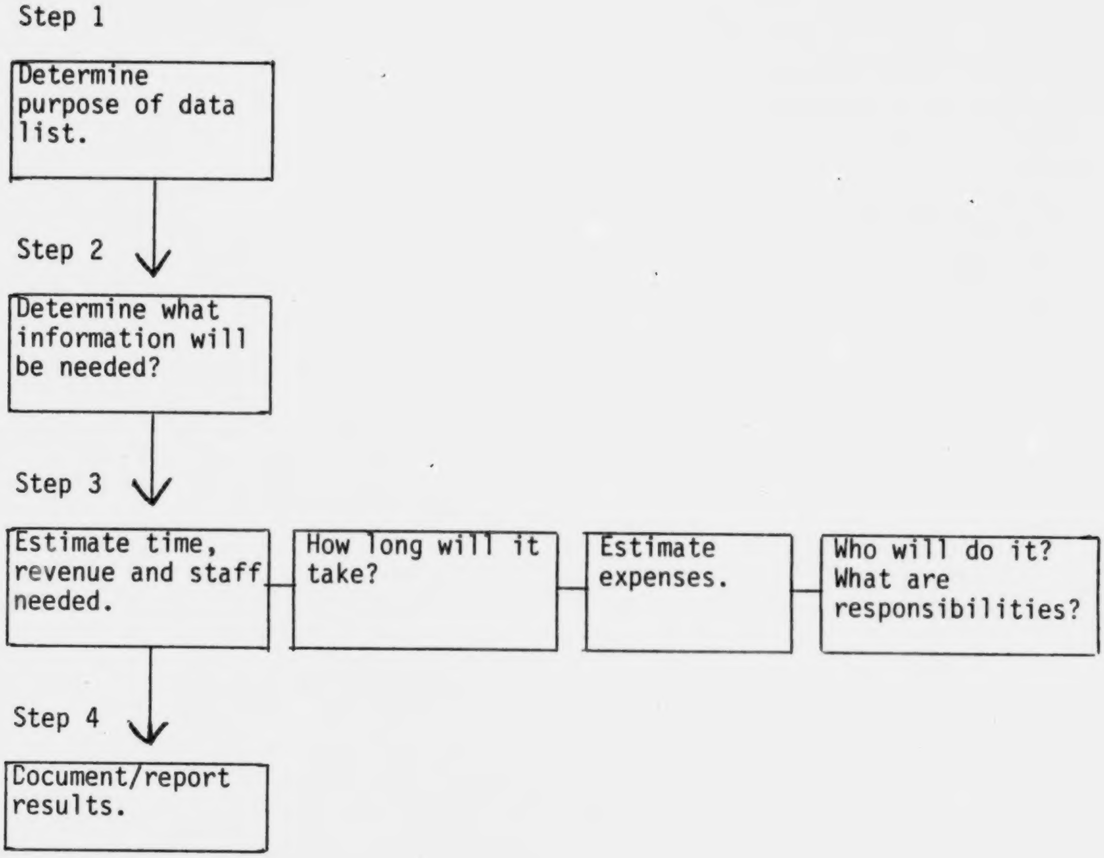
e. A summary of general findings

f. A conclusion - an analytical statement based upon the evaluation findings and a critique of the evaluation process

g. Recommendations - if required.

B. Listing Data

This evaluation method entails the development of data lists to be used as evidence of existing services, materials, or other elements vital to the success of a program. This process differs from records examination in that these lists must be created.


Step 1
Determine purpose of data list.
Step 2
Determine what information will be needed?
Step 3
Estimate time, revenue and staff needed.
How long will it take?
Estimate expenses.
Who will do it? What are responsibilities?
Step 4
Cocument/report results.

STEP 1: Determine purpose of data list.

As with the records check method, it is important for the evaluator to know the purpose for developing a data list. The projected use of the list might affect the process to be used. For a general description of this step, refer to #1 under records check.

STEP 2: Determine what information is to be used.

The evaluator should identify the source and nature of the information to be used in developing a list. These may include:

a. Student bulletins
b. Course schedules

c. Student handbooks
d. School calendars
e. Interviews
f. Orientation schedules
g. Recruitment materials
h. Staff memorandums

For example, to confirm the availability of activities to assist students to acquire skills needed for professional growth, the evaluator might want to create a list of seminars provided by student employment services staff. If accessibility of information is to be confirmed, the evaluator may want to develop a list of locations to which information was distributed.

To proceed through this step, the following questions need to be answered:

> What administrator or administrative unit is responsible for maintaining the needed materials? In what form are the materials? NOTE: Once determined, the evaluator should meet with the administrator in charge to see where and how the information is maintained, If the information is in printed materials, the evaluator will need access to them. If the information is to be gleaned from individuals, the evaluator will need to establish interview schedules.
>
> What types of data will be placed on the list? Define the data elements clearly (i.e., locations, orientation times, etc.)
>
> In what manner will the list need to be constructed? Electronically? Hard copy?
>
> Will certain staff have knowledge of schedule activities? If so, who are they?

STEP 3: Estimate time, revenue, and staff needed.

The evaluator will need to determine the timeline for the completion of the records check. Establishing a timeline will assist in determining what staff can be assigned and what resources will be available. To proceed with this estimate, the evaluator will need to respond to the following:

> How long will this evaluation process take to complete? What are the crucial deadlines for the project? Beginning? Staff assignments? Due date?
>
> Will the evaluation project have a budget? Will any of the following items need to be included?

Staff salaries/benefits
Consultants
Travel
Supplies and Printing
Telephone
Equipment

Who will be the key staff assigned to this process? Who will be designated as backup staff? What are staff responsibilities? Who will be in charge?

STEP 4: Determine procedure to develop list.

The evaluator will need to determine if the list can be constructed from printed materials, personal interviews, on-line computer screens, or whatever. If the desired information is not available, then some record keeping process may need to be developed.

In any event, the evaluator should answer the following questions to proceed through this step:

Will the materials be available at certain times? If so, when and where?

At what time and locations will materials be available?

Who will construct the list? What are their respective responsibilities?

STEP 5: Develop list.

This step involves the act of constructing the list and should occur without any problems if the previous steps have been addressed adequately. As the process unfolds, the evaluator will need to be cognizant of:

Will deadline be met? If not, inform the appropriate people.

Are any modifications needed? If so, what are they? Why? Are additional resources needed?

STEP 6: Document/report results.

The evaluator should maintain files of each records examination project. These files can be used as archives such as these be kept electronically and on hard copy. Thus, the use of a computer is highly recommended.

To determine how these files will be maintained the evaluator should answer the following questions:

Will this information be used for other reports? By other evaluators? If so, can it be easily retrieved?

Is the information confidential in nature? What type of security precautions will be needed?

Will the information or final reports be distributed to sources outside the college or be used for audits? If so, what procedures will be established to prepare reports for dissemination or audit reviews?

The report writing is the final stage of this evaluation process. The evaluators should strive to create an evaluation report which summarizes the information that has been gathered in a clear and concise manner.

In general, each evaluation report should have:

a. A title and author identification

b. An introduction which highlights evaluation purpose and key questions

c. A description of the methodology

d. A description of costs, timeline, staffing

e. A summary of general findings

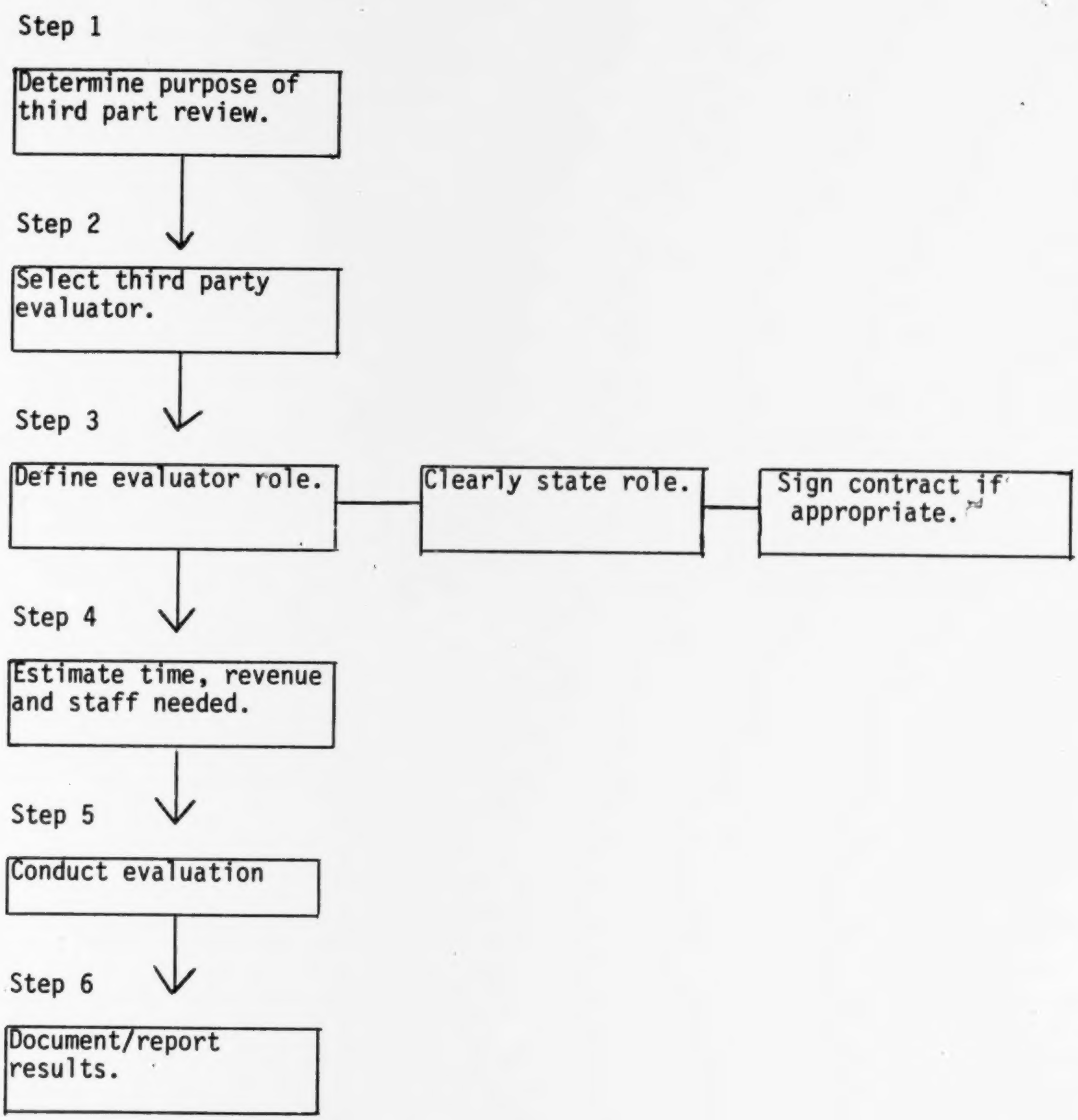
f. A conclusion - analytical statement based upon the evaluation findings and critique of the evaluation process

g. Recommendations - if required

C. Third Party Review/Report

This procedure requires the use of non-program personnel as evaluators of a program. This method is desirable when an objective assessment is important. This method also decreases the potential of program employees' bias influencing the outcome of the evaluation.

The role of the third party evaluator must be clearly defined and articulated. To define the evaluator's role, program personnel may want to consult with the evaluator. A conjointly approved role definition will eliminate confusion, and will make it easier for the evaluator's performance to be measured. Also, this procedure will reduce the potential of role conflicts. Remember the evaluator will be sharing turf with program employees and participants. If the third party evaluator activities are met with resistance, the effectiveness of this method is severely affected.


Step 1
Determine purpose of third part review.
Step 2
Select third party evaluator.
Step 3
Define evaluator role.
Clearly state role.
Sign contract if appropriate.
Step 4
Estimate time, revenue and staff needed.
Step 5
Conduct evaluation
Step 6
Document/report results.

STEP 1: Determine purpose of third party review.

The purpose will vary depending on the evaluation task at hand. In some cases the evaluator will determine the appropriateness of written materials for certain target groups, or she/he may be asked to confirm the simplicity and effectiveness of application forms. Regardless of the task, the purpose must be stated clearly. Questions that should be answered at this stage are as follows:

What is the purpose of this evaluation?

Who will use the results?

What materials, procedures, or practices will be examined?

What impact will the results of this evaluation have?

STEP 2: Select third party evaluator.

There are no widely accepted guidelines for this process. However, some basic common sense consideration should be addresses. To develop a potential list of qualified candidates, be sure to query campus resources, CACC, research associations, and community resources.

Questions:

What special expertise must the evaluator possess? Specific program knowledge, cultural experience, community awareness, reading expertise?

Are there individuals on campus with the expertise? What references can be checked?

If the evaluator has to be from outside the college, does he/she have demonstrated expertise that fulfills your need? What references can be checked?

Can the evaluator commit the necessary time to complete the project?

Will the evaluator require additional resources or support staff?

STEP 3: Define evaluator's role.

The role of the third party evaluator is a critical link in this process. The role should coincide with the prescribed methods of measuring the criteria in question. For example, to measure the readability of printed materials, a third party evaluator's role would be to determine the level of the printed material. The evaluator would need access to the materials, and would need to apply some objective method of measuring readability to the materials. In summary, the features of that role would be:

1. To measure the level of readability of printed materials

2. To report the results to the program administrators

3. To make recommendations for improvement

This example is indicative of what needs to be done regardless of the evaluation objective or method. Questions to be answered during this stage are:

What is the role of the external evaluator?

To whom will she/he report?

Will program employees work with the evaluator? If so, have they been informed, and do they understand the evaluator's role?

STEP 4: Estimate time, revenue, and staff needed.

The evaluator will need to determine the timeline for the completion of the records check. Establishing a timeline will assist in determining what staff can be assigned and what resources will be available. To proceed with this estimate, the evaluator will need to respond to the following:

How long will this evaluation process take to complete? What are the crucial deadlines for the project? Beginning? Staff assignments? Due date?

Will the evaluation project have a budget? Will any of the following items need to be included?

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Consultants
Travel
Supplies and Printing
Telephone
Equipment

Who will be the key staff assigned to this process? Who will be designated as backup staff? What are staff responsibilities? Who will be in charge?

STEP 5: Conduct evaluation.

The third party evaluator will need to be provided all the necessary resources to complete the project. If support staff, materials, or other assistance are to be provided, then these items should be available at the proper time. Following the timeline suggested in Step 3 will keep the project on track.

During the course of the evaluation, some adjustments might be required; if so, all staff affected should be so informed. Additionally, the staff and program participants with whom the third party review will interface also should be informed before the evaluation commences. Please remember that the potential for role conflict is always present; therefore, you must be careful to "pave the way" for the evaluator.

Questions:

Were affected staff/program participants alerted about the evaluation?

Will the evaluator have access to everything needed to complete the task? What is needed? What is available?

Will adjustments to the original plan/timeline be needed? If so, who should be alerted?

STEP 6: Document/report results.

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d. A description of costs, timeline, staffing

e. A summary of general findings

f. A conclusion - analytical statement based upon the evaluation findings and critique of the evaluation process

g. Recommendations - if required

D. Simulation.

This evaluation method will be useful in an "in vivo" example if the effect of certain procedures is desired. Simulation would entail having either non-program personnel or program personnel emulate the activities of program participants for the purpose of gauging the effectiveness of admissions procedures, registration procedures, transcript request/response procedures, etc. It is necessary that performance standards be used as the benchmark for the simulation. Thus, if the staff desires to admit and register students in a span of forty-five minutes, then this performance standard becomes the benchmark to which the simulation results are compared. To guide users in the development of simulation, two examples will be presented.

Criteria "a" under objective two the Admissions and Records reads, "Admit and register students in a timely manner." It is suggested that the method of measuring the amount of time it would take to "admit and register student" would be a simulation. This simulation could be done with program staff. For example, let us assume that forty-five minutes is our desired performance standard.

Program staff could "pose" as students and actually walk through the various steps of admission and registration while being timed by observers. In so doing, the actual time would take to complete this process could be ascertained. Furthermore, the staff could note those points during the process that are particularly time consuming. To ensure reliability, several simulations could be conducted with different staff in the roles of students. The average amount of time for all simulations could be compared to the desired performance standard. If the average time was more than desired, staff could examine what modifications could be made to improve the process.

A second example of a simulation would be to attempt to breech the security of A and R records. The desired performance standard would be that no authorized persons would be able to gain access to the student record system. To simulate the intrusion, several situations could be enacted by student confidants or program staff. For example:

1. An advanced student from the data processing department could attempt to break the on-line or batch student record system for the purpose of changing a grade.

2. Students could attempt to enter the records sections of the office without being observed.

3. Staff could attempt to produce official transcripts without proper authorization.

These attempts to breech security of the Admissions and Records system could be orchestrated without the knowledge of program staff responsible for protecting that security. Notes could be taken on easy access points, and recommendations for improving the security made.

The simulation method could prove an effective way by which to evaluate some aspects of the programs. It will require some creativity on the part of users, and will definitely assume local characteristics as the situation dictates.

The following question should be addressed:

What is the purpose of this simulation?

Have staff or volunteers been identified for the simulation? Where are they?

If the simulation will be conducted with limited staff awareness, who will be informed? Have they been informed?

E. Survey techniques.

"Survey" can refer to either written questionnaires or interviews. Interviews, furthermore, can take place either over the telephone or face to face and can be either formal, requiring a written instrument, or informal not requiring a written instrument. In some cases, the SSPRP models specify which survey method is preferred. A matrix is provided in the appendix of this handbook which identifies each criterion population, whether or not a structured instrument is recommended, when the survey should take place, and other descriptive information. (Appendix D)

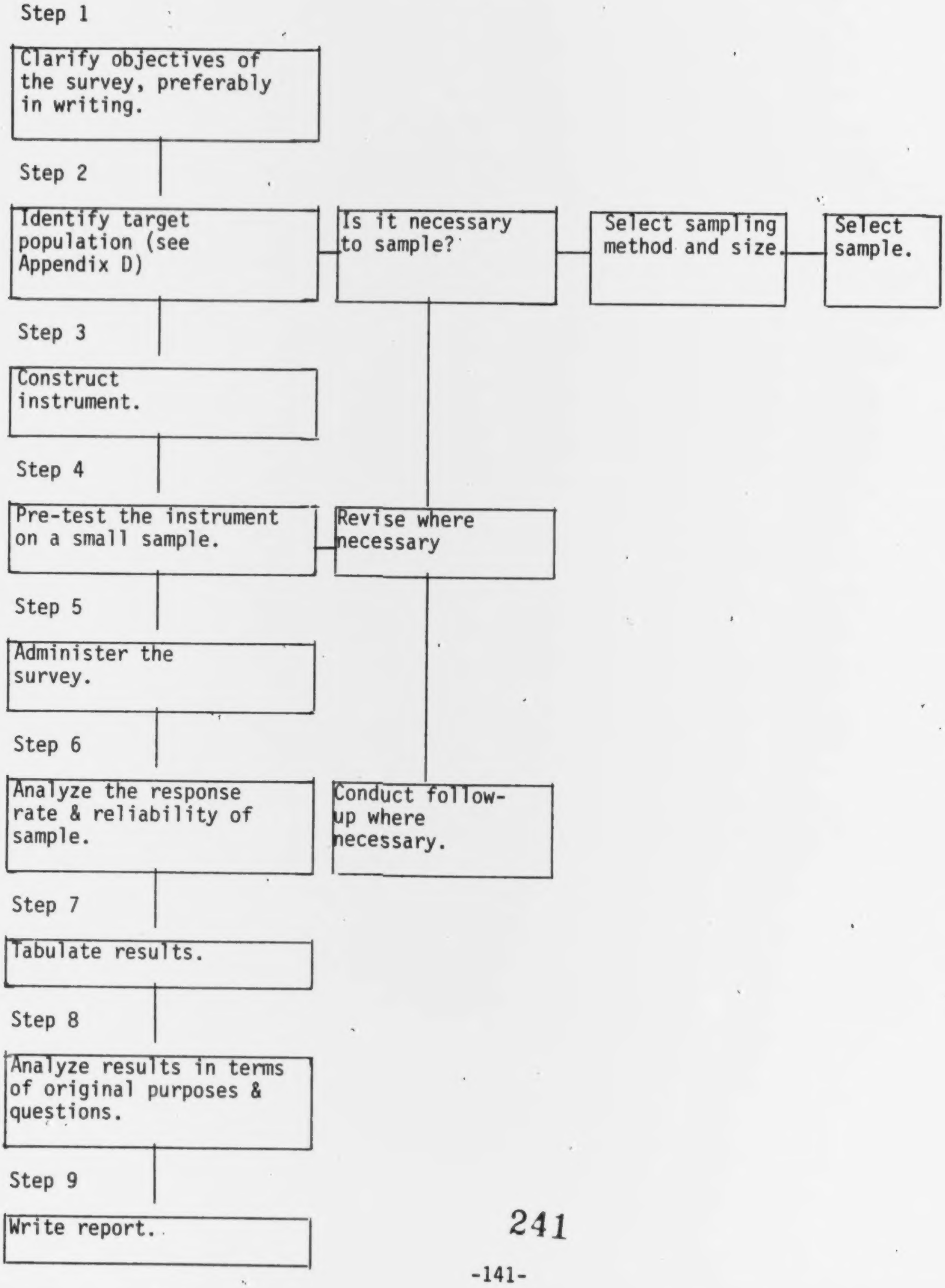
While it is not within the scope of this handbook to provide am in-depth discussion of survey methods, steps to include in your approach are outlined below. Many good reference books are available on this topic should you need further assistance (Bibliography, Appendix E). Your campus institutional researcher or similar resource person can provide the expertise necessary to conduct surveys (Appendix C).

Survey Steps

1. Clarify objectives of the survey, preferably in writing.
2. Identify target population, and select sampling method and size and sample, if necessary. (See Appendix D)
3. Construct instrument. (See below)
4. Pre-test the instrument on a small sample and revise questions, where necessary.
5. Administer the survey.
6. Analyze the response rate and reliability of the sample and conduct a follow-up, if necessary.

7. Tabulate the results.
8. Analyze results in terms of original purpose and questions being asked.

Survey Steps


Step 1
Clarify objectives of the survey, preferably in writing.
Step 2
Identify target population (see Appendix D)
Is it necessary to sample?
Select sampling method and size.
Select sample.
Step 3
Construct instrument.
Step 4
Pre-test the instrument on a small sample.
Revise where necessary
Step 5
Administer the survey.
Step 6
Analyze the response rate & reliability of sample.
Conduct follow-up where necessary.
Step 7
Tabulate results.
Step 8
Analyze results in terms of original purposes & questions.
Step 9
Write report.

Constructing a Survey Instrument

1. Design the questionnaire attractively.

2. In the design, keep in mind how you will analyze the responses. Does it need to be computer-ready.

3. Be very brief. Ask only questions directly relating to the purpose. Lengthy surveys discourage response and are more difficult to analyze.

4. Multiple choice, quantitative responses (vs. qualitative) are preferable. In multiple choice response questions, be certain that responses options are directly related to the question, are exhaustive, and are mutually exclusive. For example:

How satisfied are you with service provided by financial aid?

WRONG

_______ They are conveniently located.

_______ They are not conveniently located.

How satisfied are you with the service provided by the Financial Aid Office?

CORRECT

_______ I am very satisfied with the service.

_______ I am satisfied with the service provided.

_______ I am not satisfied with the service.

_______ Don't know.

_______ I have been sometimes satisfied and sometimes not.

4. Do you enjoy your job?

WRONG

_______ Yes

_______ No

Do you enjoy your job?

CORRECT

_______ yes, always

_______ sometimes

_______ no, never

_______ not employed

5. Group similar-topic questions and use a logical progression of questions.

6. Place sensitive questions at the end of the survey.

7. Phrase questions specifically; don't be vague.

WRONG Do you think you will ever use financial aids?

CORRECT Will you use the financial aids office this semester?

8. Make questions easy to answer.

WRONG What was your family's gross income for 1971?

CORRECT In 1983, what was the approximate total income of your household?

_______ Less than $10,000 _______ $20,000 to $29,000

_______ $10,000 to $19,000 _______ $30,000 or more

_______ Don't know

9. Be objective.

WRONG Don't you just love our school?

CORRECT Have you been pleased with your experiences at this college?

_______ Yes _______ Mixed

_______ No _______ Don't know

10. Questions should be non-threatening and non-humiliating to answer.

11. Responses should be anonymous, if possible.

12. Provide specific instructions for easy return of the questionnaire.

13. Provide respondents with the option of writing comments regarding the questionnaire topic.

14. You may want to collect demographic (age, gender, ethnicity, socio-economic) variables so that you may analyze the results of these variables. In that way, you may be able to determine if a service is serving particular groups better than others.

15. Special care should be taken in writing student satisfaction questions. Student who have the greatest need for a service may lack experience with effective educational services; therefore, they often lack a standard to measure satisfaction. Students will be able to answer (with greater precision and accuracy) questions which ask for information regarding their own needs. For example:

    How well did you understand the information presented about (fill in specifics)?

    Did you receive all of the information you needed to _____________?

    Were all of your questions answered regarding_____________________?

    Did you receive the information you needed in time to ____________?

    Did the ____________________ listen to your concerns?

GLOSSARY

GLOSSARY

ACCCA
The Association of California Community College Administrators.

Accountable
In general, to be obliged or required to account for, to explain, to provide reasons for, to describe or report the worth or importance of something. More specifically, the California taxpayers want Community Colleges to deliver evidence that they are giving the society its money's worth. Institutional Research and program evaluation are characteristically called on to supply this evidence.

ADA
Average Daily Attendance

Aggregated Group(or Aggregated Results)
Clustered together to form one mass, or unit - a particular collection of data in summary form.

Applicant Pool
The collection of people who are applying for something; e.g., a loan, a job.

Archives
Records or a place for keeping records.

Articulation
State of being jointed -- in agreement -- a process or plan of transfer of course credit from one school or college to another; e.g., the local community college has an articulation agreement with UCLA by which the completion of the college's English 1A class will be recognized as transferable to UCLA.

Audit
In general, a formal, often periodic checking of records or reports to verify their accuracy. Also, a review by an outside person or persons to verify program information.

Audit Exceptions
In finance, the existence of an audit exception indicates a problem; either the documentation is not sufficient or it is sufficient but shows that a violation of current guidelines has occurred.

Audit Trail
The existence of documentation from the beginning of a financial transaction to its termination; e.g., in finance, from the receipt of an invoice to the printing of a check to make required payment.

Backup System
A secondary method or set of procedures that provides insurance against loss by the primary method -- a contingency plan.

Boiler Plate Evaluation Strategies

A detailed flow chart and step-by-step description of procedures that are necessary to be able to utilize the following five evaluation methods: A records-examination, a listing of data, a third party review/report, a simulation, and a survey.

CACC

California Association of Community Colleges.

CCCCSSAA

The California Community College Chief Student Services Administrators Association.

CEOs

The chief executive officers; the college presidents, or the district chancellors or superintendents.

Charrette

An intensive, goal directed, consensus developing group experience within which something is accomplished (e.g., a document is produced) after much give and take by the members of the group. Charrette is a French word that originally referred to a cart in which Parisian architectural students worked on their designs in final preparation for graduation. Colleagues of the student were expected to assist by reviewing and critiquing the student's work.

Clearing House

A central place where information is gathered and from which it is disseminated.

Cocurricular

Activities that accompany instruction, or coexist alongside instruction.

Communication Structure

A system within which information is shared.

Competency Testing

Testing of knowledge or a particular skill to establish whether a pre-established minimum standard has been met.

Confidentiality

Keeping certain information secret; e.g., the identity of students on probation.

Content Tutors

Student tutors (or teachers) of a specific subject matter; e.g., a reading tutor, a mathematics tutor.

Contingency Plan

A backup or secondary system or set of procedures designed to provide insurance against loss by the primary system.

Control Group

Is a group of people who are similar to the experimental group in all respects except one: They are not exposed to the intervention or experimental treatment condition; e.g., students who did not receive specialized counseling.

CPEC

The California Postsecondary Education Commission.

Criteria

Standards for forming a judgment; e.g., in order to determine whether the admissions and records functions were performed in an efficient and effective manner, (Admissions and Records Program Goal 8) the level of cost effectiveness (Criteria b) can serve as a standard or "Criterion.

Database

A repository of information. A collection of characteristics about a population or sample.

Data Elements

A generic term referring to any item or variable already measured or to be measured. A database is made up of data elements; e.g., the student database is made up of the student's age, sex, g.p.a., etc.

Debt Management

Deals with financial obligations; e.g., management of student loans.

Default

A default has occurred when a financial aide recipient has failed to make timely repayment.

Demographic

Characteristics or social statistics of a group; e.g., age, gender ethnicity, socioeconomic status; but usually not test scores.

Donor Criteria

Standards established by a person(s) donating a gift to be given to someone else; e.g., characteristics of a student that are essential before he can be selected to receive a scholarship.

Duplicated Count

A total number based on a way of numbering that allows for repeats such that a single individual may be counted more than once; e.g., repeated counseling visits by one person might be included in a summary statement that "counselors had 9,500 counseling contacts last semester."

EDD

Employment Development Department

EOPS

Equal Opportunity Programs and Services.

Equivalent Groups

Groups of people which are seen as alike in characteristics judged to be important to the outcome of the study; e.g., age, gender, academic load, total number of hours working, etc. Equivalent groups are often formed when random assignment of students to experimental and control groups are difficult or impossible.

Evaluation

In general, evaluation is the collection and use of information to make decisions about all or part of an educational program. More specifically, evaluation is a process for determining the value, worth or merit of all or part of an educational program. The beginnings of evaluation as an area of specialization are often dated from the late 1960s when Great Society programs infused large sums of money into education and the Federal Government demanded program evaluation reports.

Evaluation Model

An approach, viewpoint, framework, design, set of procedures or guidelines which are meant to be useful to community college student service practitioners as they plan, develop and conduct evaluations of their local college programs. More specifically, a set of student service area specific goals, criteria, methods, measures, and other materials developed to assist in this way. Eight evaluation models have been developed during the Student Services Program Review Project. The eight evaluation models do not include a listing of measurable objectives; these must be written by the student service practitioners at each college. Only they can decide who should do what by when and to what level of performance.

Evaluation Plan

A written plan by which an evaluation of an educational program will be done. At a minimum, it includes program goals, objectives, and a time line. Also, an eight step plan for conducting an evaluation. (Please see "Goal," "Objective," "Operational Plan," and "Evaluation Plan Outline.")

Evaluation Plan Outline

A series of eight steps and corresponding questions to be answered when planning the conduct of a program evaluation.

Exhaustive

A term indicating that all possible responses are included or incorporated; e.g., all categories of attitude are to be represented on a multiple-choice item. The catch-all response category of "other" is often added for this reason.

Experimental Group

Is a group of people who are exposed to the intervention or experimental treatment condition; e.g., students who received specialized counseling.

External Comparison

Judging the degree of similarity of characteristics of something internal to the system to something outside the system; e.g., the student/counselor ratio at our college to the student/counselor ratio at other colleges.

F.A.
Financial Aide. Money provided to qualifying students.

FAO
Financial Aids Office.

Field-Based
Methods established for use by practitioners of the student service.

Field-Produced
Developed by practitioners of the student service.

Field-Test
A practice or trial run of a set of procedures undertaken by those individuals likely to use them.

Formative Evaluation
Takes place during the development, implementation, or refinement of a program. Provides for midcourse corrections. Takes place during the time when program activities are occurring and provides guidance on how to improve the program.

Gender Equity
The degree to which fairness and equality has been or will be shown to both sexes.

Goal
A statement, general and abstract, of desired states in human conditions or social environments; e.g., "Students will be satisfied with counseling related courses." (Please compare to the definition of "objective.")

Governance
Formal system of administration.

GPA
Grade-point-average.

Hard Copy
A record that exists in printed form (in a book, report, computer printout; etc.) as contrasted to existing electronically on a computer disk or tape.

HSPS
Handicapped Student Programs & Services

Inservice Training
Training taken while the participants are employed.

Intake Form
A questionnaire or survey instrument completed before the student receives a student service.

Intercollegiate
Between different colleges.

Internal Audit
A formal or official examination and verification of records produced, procedures followed, and accomplishments made by individuals within the system.

Internal Comparisons
Judging the degree of similarity of characteristics within the same system; e.g., the attrition rate last Fall quarter at College A to the rate for each of the Fall quarters over the last five years, at College A.

Intersegmental
Between the three segments or three types of institutions that comprise California higher education. There are the California Community Colleges, The California State Universities and Colleges (CSUC) and the Universities of California (UC).

Intervention
Any planned treatment or exposure to an event designed to produce intended changes in a target population; e.g., tutoring provided to students on probation. Sometimes called a strategy or described as being composed of a set of strategies.

Interview
A method of survey directly asking an individual for information.

Intra-institutional
Within or inside the institution.

Intramural
Between or among the members of a single college.

Inventory
An itemized list or count of things. Also a psychological measuring instrument; e.g., a personality questionnaire.

In Vivo
In life or as in real life.

Longitudinal
Measurement of something over a period of time, usually years.

Measures
Those variables that can be observed, reviewed or appraised to determine whether an objective developed from a goal has been attained; e.g., to gather information on the level of student involvement in institutional governance (Student Affairs Program Goal 2), the number of student positions in governance (Measure #3) can be reviewed.

Method
In general, an orderly procedure, process, or manner, or way of doing anything. More specifically, an action that will provide the evidence called for in the measure (see above) and which will also answer the explicit or implied criteria question given in each evaluation model shown in this document. For example, for the measure that calls for "clear and

concise assessment results" (Assessment Services Program Goal 3), two methods which are given are: A third party review of the degree of clarity and conciseness (Method 5.1), and a survey of counseling advisement staff (Method 5.3).

Mode

Method or manner of doing something. In statistics the most frequent score or value.

Model

In general, an initial form,a plan, a pattern, a structure, an approach, a representation, a design or standard for imitation or comparison. (Please see "Evaluation Model")

Mutually Exclusive

A phrase indicating that items in two separate sets do not overlap; e.g., items on two questionnaires do not overlap.

Needs Assessment

The process, or method by which the needs of an individual or group are identified; e.g., the process by which the special needs of the students seeking jobs are identified.

Objectives

Very specific, operational statements. Statements made in measurable or behavioral terms. At a minimum an objective states: Who will do what, by when, and to what level of performance. (In addition, Many evaluators insist that an objective also include a description of how the task accomplishment will be determined; i.e., what evidence will be reviewed before the evaluator decides whether or not the task was completed satisfactorily.) For example, a program objective for the counseling area could be, "Upon completion of the spring semester counseling-related classes entitled, 'Educational and Vocational Planning; at least 85% of the students will, on a questionnaire, rate the class as either 'Satisfactory' or 'Very Satisfactory.'" (The evaluator could examine the completed questionnaires and a summary sheet that showed the number and percentage of students answering "Satisfactory" and "Very Satisfactory.") Objectives can be categorized as either product or process. Product objectives focus on the primary outcomes, results, or products of program activity, whereas process or activity objectives focus on the activities and procedures needed to achieve the desired outcomes. For example, the counseling objective just given would be a product objective since it describes terminal student behavior; i.e., it is focused on a "Student Outcome." An example of a related process or activity objective would be, "By November 15, 1986, all counselors will order all interest inventories (Kuder, Strong, etc.) needed for the Spring "Educational and Vocational Planning" classes. Measurable objectives are not provided in the eight evaluation models given in this publication. Local college personnel are encouraged to use the student service area goal, criteria, measures, and methods as input to develop their college's objectives. Only they can decide who should do what by when, and to what level of performance. (Please compare to the definition of "Goal" and "Evaluation Plan.")

Open-Ended Question
A question that allows or requires the respondent to formulate their answer in their own words. Words like "How," "What," and "Why" are often used in open-ended questions; e.g., "Why did you come in for counseling?" Open-ended questions are different from "forced choice" questions in which response categories have already been chosen and the respondent must make choices from among those.

Operational Definition
Description of something expressed according to the actions (operations) necessary to make the observation fit the definition or description; e.g., for a given study the operational definition for a "full-time student" could be, "A student who is enrolled in 12 or more units as of first census."

Operational Plan
An implemented plan or one capable of being implemented; a specific, detailed description of what will be done, usually with a time horizon of one year or less. Normally includes at least goals, objectives, and a timeline. Frequently includes a budget.

Overawards
A student has received or is about to receive a sum of money, an award, that exceeds the amount to which he is entitled.

Pilot Test
A pre-trial or preliminary use of a method or testing instrument.

P.I.O.
Public Information Office.

Population
The entire group about which one wishes to draw some conclusion or make some inference. (Please compare to the definitions of "sample" and "random sample.")

Post-hoc
After the fact; e.g., a research study of students' community college experiences after their graduation from the Community College.

Practitioners
People involved with providing a student service.

Pre-Post Survey
Measurement taken before and after an event or intervention.

Proficiency Testing
(See Competency Testing.)

Purge
To eliminate or destroy.

Qualitative Response
A judgement of quality as opposed to pure quantitative evaluation; e.g., a determination of how good a service is judged to be.

Quantitative

Numerical index; e.g., how many nurses graduated, the mean reading level of entering freshmen.

Questionnaire

An instrument designed to measure something; e.g., a survey form for use in polling student attitudes.

Random Assignment

In basic social science research, a method of assigning subjects to either an experimental group (that receives the special treatment or intervention) or a control group (that does not receive the special treatment). The assignment is random if it occurs purely by chance.

Random Sample

A sample selected in such a way that every case in the population has an equal probability of being included in the sample and the selection of one case has no influence on the selection of any other case. (Please see the definitions of "sample" and "population.")

Range

The difference between the lowest and highest values; e.g., if the lowest value is 20 and the highest is 80, the range is 60.

Readability

Degree of ease or difficulty in reading certain written material.

Reliability Coefficient

An index or number that varies between -1 and +1 (including 0) that indicates the degree of consistency of measurement; e.g., the consistency with which the same students get the same or nearly the same test scores on the same test on repeated trials.

Research

A careful, systematic, patient study in a field of knowledge (education) undertaken to discover or establish facts or principles. A comparison is often drawn between research and program evaluation. Popham (1975) noted: (1) That evaluation focuses on decisions and research on conclusions, (2) That generalizability to other situations is low in evaluation and high in research, and (3) The value emphasis in evaluation is on a program's worth or value, whereas in research it is on the search for truth. Institutional Research is that research which is focused on one institution or one kind of institution; e.g., California Community Colleges.

Researcher

One who does Community College Institutional Research and Program Evaluation. A number of such specialists assisted the student service practitioners in the development of the eight student service area program evaluation models presented here.

SA

Student Affairs or Student Activities.

Sample

A subset (at least one less) of the entire population. To measure a smaller group than the population. The purpose of drawing a sample is to make an inference or draw a conclusion about the population. (Please see the definitions of "Random Sample" and "Population.")

Sampling Method

The method by which a sample will be or has been drawn from a population. The sampling may be random, systematic, or stratified. In random sampling every member of the population has an equal chance of being selected. Systematic sampling could involve drawing every tenth person from an alphabetized list of everyone in the population. A stratified sample is drawn when there are two or more major ways of classifying data(age, gender, ethnic membership) and if it is important to insure that each category is proportionately represented in the sample.

Script

A document specifying what is to be said or done.

SES

Student Employment Services. Socioeconomic status.

Simulation Study

To act out or approximate the activities under investigation.

SSPRP

The Student Services Program Review Project.

Statistics

A collection of methods for numerical analysis. Also the summary values derived by the analysis; e.g., the arithmetic average or mean, the standard deviation, the value of t, F, Chi-square, etc.

Strategy

As used in "boiler plate evaluation strategy," a detailed step-by-step plan of action that is designed to help student service practitioners utilize five frequently recommended evaluation methods. Also used interchangeably with intervention, or to mean a part of an intervention. (Please see "Boiler Plate Evaluation Strategies" and "Intervention.")

Student Profile

Summary information (can include demographics and test scores) about students.

Summative Evaluation

Takes place at the end of a program; after program activity has ceased. Is concerned with the success or failure of operational procedures to attain their desired effects. Provides guidance on whether or not to continue the program. A third party review sometimes takes the form of a summative evaluation simply because the cost of having an outsider do both formative evaluation and summative evaluation is often prohibitive.

Survey

A data gathering instrument; e.g., a written questionnaire or interview. A method of polling individuals.

Target Population
Persons or groups to which interventions are directed; e.g., students seeking information and skills that will help them make better career choices.

Testing Environment
The place and circumstances under which tests are administered.

Third Party
An external, disinterested, or objective person or persons.

Underqualified Student
A student whose present skill or attribute level falls below the minimum criteria for qualification.

Unduplicated Count
A total number not permitting repeats . An individual or an action may be counted only once.

Validity Coefficient
An index or number that varies from -1 to +1 (including 0) that indicates the degree that something is genuine; e.g., a valid reading test measures reading skills, not mathematics skills; it measures what it is supposed to measure.

Variable
Any stimulus, event, or characteristic which may influence an outcome and which, when measured, gives a range of values; e.g., the age of students.

APPENDIX A

MEMBER COLLEGES

AND

CONTACT PERSONS

APPENDIX A

STUDENT SERVICES PROGRAM REVIEW PROJECT

MEMBER COLLEGES AND CONTACT PERSONS

COLLEGE	CONTACT PERSON
American River College	Louis Johnson
Bakersfield College	David Scott
Butte College	Dick Ostrowski
Cabrillo College	Manuel Osorio
Canada College	Jack Greenalch
Chabot College	
Hayward Campus	Ruth Self
Valley Campus	Dee Roshong
Chaffey College	Inge Pelzer
Citrus College	Denise Morgan
College of San Mateo	Allan Brown
College of the Siskiyous	Jim Arack
Cosumnes River College	Charles Spruce
De Anza College	Don Perata
Foothill College	Richard Charles
Glendale College	Harold Cochrane
Grossmont College	Jack Miyamoto
Hartnell College	Ignacio Pando
Lassen College	Tina Bishop
Merced College	Loren Irwin
Mira Costa College	William Foran
Modesto College	Ugo Lea

COLLEGE	CONTACT PERSON
Monterey Peninsula College	Jack Bessire
Moorpark College	Floyd Thionnet
Mt. San Antonio College	Bruce Paulsen
Napa Valley College	Ed Shenk
Ohlone College	Ann Golseth
Palomar College	Ken Burns
Rancho Santiago College	David Guzman
Rio Hondo College	Yosh Nakamura
Sacramento City College	John Suter
Saddleback College	Bill Kelly
San Diego City College	Mary Decker
Santa Barbara City College	Lynda Fairly
Santa Rosa College	Jim Menzel
Sierra College	Frank Strong
Solano College	Martin Mini
Taft College	John Downer
Vista College	Ben [illegible]erger
West Valley	Rick Ricksecker

APPENDIX B

STEERING COMMITTEE AND STAFF

APPENDIX B

STUDENT SERVICES PROGRAM REVIEW PROJECT

STEERING COMMITTEE AND STAFF

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APPENDIX C

ACKNOWLEDGEMENTS

ACKNOWLEDGEMENTS

The Student Services Program Review Project Steering Committee and Staff wish to acknowledge the essential contribution these community college organizations and professionals have made to the project:

SUPPORT ORGANIZATIONS

Association of California Community College Adminsitrators

California Association of Community Colleges

California College Personnel Association

California Community College Chancellor's Office

California Community College Chief Student Services Administrators Association

Northern California Cooperative Institutional Research Group

Southern California Community College Institutional Research Association

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Monterey Peninsula College

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Cabrillo College
College of San Mateo
De Anza College
Mt. San Antonio College
Rancho Santiago College
Sacramento City College

West Los Angeles College

APPENDIX D

CHRONOLGY OF PROJECT ACTIVITIES

APPENDIX D

CHRONOLOGY OF PROJECT ACTIVITIES

1982 - PROJECT BEGINNINGS

1983 - PHASE I SURVEY

1984 - PHASE I

Charettes (Spring)
Writing Workshop (Spring)
Pilot Tests (Fall)

1985 - PHASE I

Complete Pilot (Spring)
Final Revision (Summer)

PHASE II

Charettes (Spring)
Writing Workshops (Spring)
Pilot Tests (Fall)

1986 - PHASE II

Complete Pilot (Spring)
Final Revision (Summer)

PROJECT

Final Revision Published (Fall)
Dissemination Conferences (Fall)

APPENDIX E

SAMPLE SURVEYS

The following section contains samples of surveys administered by various pilot colleges to obtain feedback on selected student services programs.

SANTA ROSA JUNIOR COLLEGE
Admissions and Records

Registration Evaluation

Please help us to improve our registration by taking a moment to answer the following. Check any responses that apply.

1. I am
____ a new student
____ a returning student (re-enrolling after an absence)
____ a continuing student

2. I am enrolling
____ part time (fewer than 12 units)
____ full time (more than 12 units)

3. I am
____ under 18 years old
____ between 18-22 years old
____ between 23-26 years old
____ between 27-50 years old
____ over 50 years old

4. Registration information was
____ clear and easy to understand
____ confusing
____ not readily available
____ inaccurate
____ no response

5. Orientation and counseling were
____ well organized and readily available
____ unnecessary because ______________________________________
____ adequate
____ no response

6. Registration facilities were
____ poor (crowded, noisy, hard to find, inappropriate)
____ adequate
____ good
____ excellent
____ no response

7. Registration personnel (workers) were

a) Student Workers

____ helpful and well informed
____ friendly but incorrect in their information
____ not helpful, rude
____ no response

b) Terminal Operators

____ attentive to your needs
____ fast and accurate
____ rude, outspoken
____ more were needed
____ reluctant to process your paperwork
____ no response

8. Registration took approximately

____ less than 10 minutes
____ 10-20 minutes
____ 20-30 minutes
____ 30-45 minutes
____ over 45 minutes
____ no response

9. Back-up services (photo ID, on-the-spot counseling, parking stickers) were

____ poor
____ good
____ excellent
____ no response

10. I completed registration

____ at one time, in one place
____ only after leaving the arena and returning
____ no response

11. The best registration feature is: ______________________________
____
____

12. The worst registration feature is: ______________________

____

____

Thank you for your responses!

Jim Menzel, Assistant Dean
Admissions and Records

SANTA ROSA JUNIOR COLLEGE
Admissions and Records

To serve better the students at Santa Rosa Junior College, we've devised this questionnaire. If you'll take a moment to fill it out, it will help us to identify how our current information-sharing capabilities and services might be improved.

THANK YOU!

1. I am enrolled: ☐ Full-time ☐ Part-time
2. I am enrolled: ☐ Day ☐ Evening ☐ Both
3. I am not currently enrolled. ☐
4. The information I requested from your office had to do with:
   ☐ Admissions ☐ Registration ☐ Transcripts ☐ Grade adjustments
   ☐ Records evaluation ☐ Graduation ☐ Petitions ☐ Courses
   ☐ Add/drop ☐ Other: ____________________
5. Regarding the information I requested, I:
   - ☐ Read the catalog and/or class schedule and couldn't find the information I needed.
   - ☐ Didn't have a catalog or class schedule handy, so I came to your area for information.
   - ☐ I needed a form from your area.
   - ☐ I had to come to your area to complete a transaction.
6. I find that the office hours in Admissions and Records are:
   - ☐ Enough to meet my needs
   - ☐ Too few
   - ☐ Too many; more than is necessary
7. Office service is:
   - ☐ Excellent
   - ☐ Good
   - ☐ Fair If fair, why? ____________________
8. The average time I spend at the counter obtaining the information I need is:
   - ☐ Less than 1 minute
   - ☐ 1-3 minutes
   - ☐ 3-5 minutes
   - ☐ more than 5 minutes
9. How might we improve our services? Please note comments here and drop this form in the box located at the end of the counter. ____________________

____

____

SANTA ROSA JUNIOR COLLEGE

ADMISSIONS AND RECORDS OFFICE QUESTIONNAIRE

As a participant in the Student Services Program Review study at Santa Rosa Junior College, the Admissions and Records Office requests that you complete the following questions about our service. Please return the completed questionnaire to: Admissions and Records, Santa Rosa Junior College, 1501 Mendocino Avenue, Santa Rosa, California 95401.

Rate the following statements by marking the appropriate letter.

A=Excellent B=Satisfactory C=Fair D=Unsatisfactory E=Don't Know/No Opinion

HOW DO YOU RATE THE................	A B C D E
1. Student and non-student awareness and satisfaction of admissions and registration information........	________
2. Amount of time required to register...............	________
3. Coordination of other campus offices during registration time..................................	________
4. Ease of the application and registration process..	________
5. Accuracy of student's class schedule (receipt)....	________
5a. Accuracy of class roster	________
6. Timely and easy access to and retrieval of student records..	________
7. Efficient, accurate, and timely evaluation of transcripts, graduation, residency, certification.	________
8. Distribution of student records (transcripts and grade reports)...................................	________
9. Accuracy of student enrollment statistics and demographic data.................................	________
10. Sharing of enrollment and demographic data with other campus office.............................	________
11. Responsiveness of staff to student problems.......	________
12. Availability of office services..................	________

SANTA ROSA JUNIOR COLLEGE

REGISTRATION FOLLOW-UP QUESTIONNAIRE

As of first census (February 21), our records show you have not yet enrolled in the junior college. To help us improve our services, please check the appropriate response and return this form in the pre-addressed, stamped envelope. Thank you!

		Yes	No
1.	I have attended the junior college previously.	☐	☐
2.	I planned to enroll part-time (fewer than 12 units).	☐	☐
3.	I am an evening student.	☐	☐
4.	I thought I had to fill out an application but wanted to enroll only in a community services course.	☐	☐
5.	I plan to enroll in a late-starting course.	☐	☐
6.	Did you receive a schedule of classes booklet in the mail?	☐	☐
7.	I tried to register by mail.	☐	☐
8.	I tried to register in person.	☐	☐
9.	I could not register on time so did not register at all.	☐	☐
10.	The class I wanted was not offered. (If "yes" what class?________________________)	☐	☐
11.	The class I wanted was not open. (If "yes" what class?________________________)	☐	☐
12.	The class I wanted was not offered at the time I wanted. (If "yes" what class/what time?)	☐	☐
13.	I received counseling.	☐	☐
14.	Did unforeseen problems (illness, accident, hardship) prevent you from registering?	☐	☐
15.	Did you get a job that prevented you from registering?	☐	☐
16.	Information on how to register was too confusing?	☐	☐
17.	No one gave me the help I needed to register. (If "yes" what help did you need? ________________ ____	☐	☐
18:	The cost of enrolling was too high.	☐	☐
19.	Transportation problems kept me away.	☐	☐
20.	I attended class at first and then decided not to enroll. (If "yes" why? ________________________)	☐	☐
21.	I decided I could not spend 18 weeks to be in class.	☐	☐
22.	I decided to enroll at another college. (If "yes" what other college?________________________)	☐	☐
23.	I needed more financial aid.	☐	☐
24.	I plan to enroll next fall semester.	☐	☐

SANTA ROSA JUNIOR COLLEGE

REGISTRATION INTEREST CARD

Did you enroll in courses of your first choice? All ☐ Some ☐ None ☐

If not, why not?

___ Course not offered at convenient time

___ Course not offered this semester

___ I did not meet the prerequisite

___ I did not/could not enroll for all that I wanted due to "overload"

___ Course closed or cancelled

___ Needed approval:instructor/counselor

___ Course meeting time conflicted with
  a) ___ other classes
  b) ___ my work schedule
  c) ___ my personal schedule

___ Other: ____

____

What OTHER course(s) would you prefer the College to offer? ____________________

____

SACRAMENTO CITY COLLEGE COUNSELING DEPARTMENT

ORIENTATION SURVEY

1. HOW DO YOU RATE OUR ORIENTATION PROGRAM?

   ☐ THOROUGH ☐ ADEQUATE ☐ POOR

2. PLEASE RATE THE FOLLOWING PARTS OF ORIENTATION.

   A. GENERAL INFORMATION ON COLLEGE REQUIREMENTS

      ☐ THOROUGH ☐ ADEQUATE ☐ POOR

   B. INFORMATION REGARDING STUDENT SERVICES

      ☐ THOROUGH ☐ ADEQUATE ☐ POOR

   C. INDIVIDUAL HELP WITH COURSE SELECTION

      ☐ THOROUGH ☐ ADEQUATE ☐ POOR

   D. PREPARATION TO REGISTER FOR CLASSES

      ☐ THOROUGH ☐ ADEQUATE ☐ POOR

3. HOW DO YOU RATE THE PEOPLE WHO ASSISTED YOU?

   ☐ VERY HELPFUL AND CONCERNED
   ☐ DID THE BEST THEY COULD
   ☐ NOT HELPFUL OR INFORMED
   ☐ DIDN'T REALLY SEEM TO CARE

4. HOW SATISFIED ARE YOU WITH THE COURSES YOU HAVE SELECTED?

   ☐ COMPLETELY ☐ MOSTLY
   ☐ UNCERTAIN ☐ NOT REALLY

5. WHY DID YOU DECIDE TO ATTEND SACRAMENTO CITY COLLEGE?

JS:jk 12-84

SURVEYS

FOR

CAREER/LIFE SERVICES

SANTA BARBARA CITY COLLEGE

Career Center Evaluation

How did you learn about the Career Center?

Schedule of classes_____ counselor_____ instructor______

friend_____ poster_____ class announcement_____ other_____

Below is a listing of services provided by the Career Center. Please check ONLY those services you have used or attended.

	usefulness					
	low	1	2	4	5	high
Career counseling appointment		____	____	____	____	
Career information		____	____	____	____	
Career testing program		____	____	____	____	
Video tapes		____	____	____	____	
Career seminars		____	____	____	____	
Workshops; Resume/Interviewing		____	____	____	____	
College and University info		____	____	____	____	
Career Planning class		____	____	____	____	

If you have used the services of the Career Center, please evaluate the following:

Helpfulness of staff and counselors	____	____	____	____
Availability of staff/counselors	____	____	____	____
Explanation of programs/procedures	____	____	____	____
Printed info on services/programs	____	____	____	____
Current, acccurate career/materials	____	____	____	____

After using the Career Center, has your contact encouraged you to:

Enroll at SBCC _______
Continue at SBCC _______
Choose a major _______
Decide on new career ________
Work while at SBCC ________
Work, do not attend SBCC_____

Overall, how helpful was the Career Center in explaining/exploring career options, choosing or confirming a major or career choice?

Very helpful ________
Helpful ____________
Somewhat helpful ________
Not helpful ____________

Are you currently enrolled at SBCC? Yes ______ No______

What is your planned major/career? ____

How sure are you? very ____________ somewhat ______________ not sure ________

Thank you for your time. We would appreciate any comments regarding our services and/or staff, and suggestions for improvement you may have. Please use other side if needed.

SANTA BARBARA CITY COLLEGE

Career Center

Evaluation of Testing Service

1. Did you receive the service you expected? Yes ______ No ______
(If no, please explain) ____

____

2. Rate the quality of your test interpretation:
Very Useful ( ) Useful ( ) No Use ( )

3. Which test(s) did you feel were helpful/not helpful?

	Helpful	Not Helpful
Guilford/Zimmerman Temperament (G-Z)	( )	( )
Myers/Briggs Perosnality Type (M-B)	( )	( )
Strong Campbell Interest (SCII)	( )	( )
Career Assessment Inventory (CAI)	( )	( )
Temperament and Values (TVI)	( )	( )
EUREKA Skills Inventory	( )	( )

4. Was the time you spent taking the tests worth the results? Yes ______ No ______
Please comment on the usefulness of the results.

____

____

5. How did the counseling session(s) specifically help you? Example: Learned new information about yourself, reconfirmed your ideas, changed your direction, opened new areas of interest, etc.

____

____

____

6. Which materials were the most helpful?

Video tape(s) ______________ Files ______________
EUREKA Microfiche ______________ Catalogs ______________
Other ____

7. As a result of testing/counseling did you do any of the following:

Enroll in a course or program at SBCC

Enroll in a training program (apprenticeship, etc.) in the community

Volunteer work

Transfer to a 4 year college

Change employment

Secured employment

Thank you for taking the time to assist us in our survey. We hope we were able to provide the help and services you expected. Please take a moment longer and let us know how we can improve our services. Your suggestions will be most helpful.

Thank you,
The Career Center Staff

PLEASE RETURN QUESTIONNAIRE IN THE ENCLOSED PRE-PAID ENVELOPE

4/84

COLLEGE OF SAN MATEO CAREER SERVICES EVALUATION & INFORMATION SURVEY

CONTINUING STUDENTS - May, 1984

We are attempting to improve our career services to students and would appreciate your assistance in evaluating them. Please complete the following questionnaire and turn it in before leaving the room. Thank you very much for your assistance. (Should you wish to speak with me personally about any of the below, please contact me at 574-6183 or Building 1, Room 209.)

Steve Morehouse
Coordinator of Counseling Services

Is your purpose in attending the College of San Mateo for:

a. Personal development

b. Preparing for a first career

c. Changing to a second (third, fourth) career

d. Upgrading skills to advance in your job

e. Transfer ______________________________

Have you visited the CSM Career Development Center located in the Student Center?

Yes ____ No ____

If you answered yes:

a. Was the staff helpful? Yes ____ No ____

b. Did you obtain the information you were seeking? Yes ____ No ____

c. What was the purpose(s) of your visit to the Career Development Center?

Career Information/Exploration College Information/Catalogs

Co-Op Education Job Placement Counseling

Other ______________________

If you answered no:

a. Are you planning to visit the Career Development Center? Yes ____ No ____

b. Have you taken or are you going to take a career decision making course (e.g., Career & Personal Development 111, 132, 410, 430, or 808)?

Yes ____ No ____

3. Have you chosen a career or an academic major? Yes ____ No ____

4. How sure are you of your career plans?

   a. Very sure

   b. Fairly sure

   c. Unsure

5. The Career Development Center offers the following services and/or assistance:

   Career Counseling
   Career Exploration Classes
   Career Information Resources (catalogs from many four-year colleges)
   EUREKA Computerized Career Information System
   Special Programs, e.g. "Rap with the Pros," Career Information Series
   Assistance in Choosing a Major
   Student Employment Service and/or Job Seeking Techniques

   What other services do you feel would be helpful to you? ____________________

   ____

6. Are you presently working? Yes ____ No ____

7. Is earning credit for work experience through Cooperative Education of interest to you?

   Yes ____ No ____

If you would like additional information about any of the above, please contact your counselor/advisor, the Drop-In Counseling Office in Bldg. 1, Room 201 (M-F 9:00 - 2:00) or the Office of Counseling Services, Bldg. 1, Room 209.

If you need additional space, please use other side.

SADDLEBACK COLLEGE

Center for Career/Life Development Questionnaire

This questionnaire was designed to survey the staff of the Center for Career Development (CC/LD) with regard to staff needs assessment both personal and professional.

What educational growth experiences do you wish to pursue? Please mark appropriate one.

Certificate ____________

AA ____________

BS/BA ____________

MS/MA ____________

Doctorate ____________

Other ____________

Would you like to pursue upgrading skills/inservice programs.

On-campus ____________

Off-campus ____________

Both ____________

If on-campus, what skills/inservice programs would you like to participate in? Please list below.

____

____

____

If off-campus, what skills/inservice programs would you like to participate in? Please list below.

____

____

____

If both, what skills/inservice programs would you like to participate in? Please list below.

____

____

____

SURVEYS

FOR

COUNSELING SERVICES

AMERICAN RIVER COLLEGE

COUNSELING SERVICES PROGRAM REVIEW SURVEY

ARC Student Services is undertaking a review of the various services and programs offered by the Counseling Center at ARC. Your assistance is greatly appreciated in responding to the following questions. Please use a No. 2 pencil and mark your choices on the answer sheet provided.

PART I ORIENTATION

1. Have you attended an Introduction to College/Counseling session at ARC prior to taking courses?

   A. Yes or B. No

2. Would you recommend the Introduction to College/Counseling session to a new student entering ARC?

   A. Yes or B. No C. Not Sure

Are you aware that the following services exist? Please answer A. Yes or B. No

3.	Assessment Center	3. A. Yes	B. No
4.	Career Center	4. A. Yes	B. No
5.	Children's Center	5. A. Yes	B. No
6.	Counseling	6. A. Yes	B. No
7.	Enabling Center	7. A. Yes	B. No
8.	EOPS - College Awareness	8. A. Yes	B. No
9.	Financial Aid	9. A. Yes	B. No
10.	Health Services	10. A. Yes	B. No
11.	Student Employment	11. A. Yes	B. No
12.	Reentry Center	12. A. Yes	B. No
13.	Tutoring	13. A. Yes	B. No

How often have you used the following services? Please check only one answer for each service.

			A. Not At All	B. 1-5 Times	C. 6 or More Times
14.	Assessment Center	14.	A	B	C
15.	Career Center	15.	A	B	C
16.	Children's Center	15.	A	B	C
17.	Counseling	17.	A	B	C
18.	Enabling Center	18.	A	B	C
19.	EOPS - College Awareness	19.	A	B	C
20.	Financial Aid	20.	A	B	C
21.	Health Services	21.	A	B	C
22.	Student Employment	22.	A	B	C
23.	Reentry Center	23.	A	B	C
24.	Tutoring	24.	A	B	C

PART II ASSESSMENT

25. Do you believe students should be tested before they enter certain classes?

A. Yes or B. No

26. Have you taken one or more of the college assessment tests in reading, writing, or Math?

A. Yes or B. No

If yes on this question, answer questions 27, 28, 29 and 30.

If no on this question, proceed to PART III of the questionnaire.

27. Without regard to how you feel about your test results, did assessment aid you in your choice of classes?

A. Yes or B. No

28. Did the manner in which the tests were given increase your stress and anxiety?

A. Yes or B. No

29. Did you understand your test results?

A. Yes or B. No

30. Overall, were you satisfied with the American River College Assessment/Placement procedure?

A. Yes or B. No

PART III COUNSELING

31. How many counseling sessions have you had with an American River College Counselor?

A. 1 B. 2 to 3 C. 4 to 5 D. 6 or more

E. None--If none, you have completed the survey. Thank you.

32. Generally, to what degree were you helped by counseling?

A. A great deal B. Quite a bit C. Somewhat D. Not At All

33. Have you seen a counselor on campus concerning personal difficulties (marriage, counseling, depression, problems in a relationship, problems coping, school difficulties, etc.)?

A. Yes B. No If you mark No, please skip to question 35.

34. If you have seen a counselor for personal counseling, how helpful were the sessions?

A. Extremely helpful B. Quite helpful C. Somewhat helpful

D. Not helpful

35. Has your counselor ever referred you to another service on or off campus?

A. Yes or B. No

36. Have the counseling services assisted you in developing an educational plan?

A. Yes B. No C. Somewhat

THANK YOU FOR YOUR PARTICIPATION

KM:jp
3-22-85

MIRACOSTA COLLEGE
STUDENT OPINION SURVEY:
COUNSELING SERVICES

Thank you for taking the time to sit down and fill out this survey. Your opinion is valuable in helping us work toward serving you better. The information from the survey will be condensed into a report which will reflect who we are serving and how well we are reaching and serving our student population. Your answers will be totally anonymous and will be held in strictest confidentiality.

1. Please indicate your age. ________

2. Please indicate your gender. 1) M__ 2) F__

3. What is your ethnic background?

SPANISH SURNAMED	1) ____	ORIENTAL, SAMOAN	4) ____
BLACK	2) ____	FILIPINO	5) ____
CAUCASIAN, OTHER	3) ____	AMERICAN INDIAN	6) ____

4. Are you currently receiving any of the following MiraCosta College services? (Check all that apply)

	YES	NO	DON'T KNOW
FINANCIAL AID	1) _____	2) _____	3) _____
VETERANS EDUCATIONAL BENEFITS	1) _____	2) _____	3) _____
EOPS	1) _____	2) _____	3) _____
HANDICAPPED STUDENT SERVICES	1) _____	2) _____	3) _____
MENTAL HEALTH COUNSELING THROUGH HEALTH SERVICES OFFICE	1) _____	2) _____	3) _____

5. When do you attend classes? 1) DAYS ___ 2) EVENINGS ___ 3) BOTH ____

6. This survey was completed at

1) MAIN CAMPUS ____ 2) CAMP PENDLETON ____ 3) DEL MAR SHORES ____

7. What type of counseling did you receive today? (check all that apply)

ADVISING ABOUT YOUR CLASSES ___

COUNSELING ABOUT TRANSFER ___

CAREER COUNSELING ___

PERSONAL/SOCIAL COUNSELING ___

COUNSELING REGARDING PROBATIONARY STATUS ___

FINANCIAL AID EVALUATION ___

VETERANS ADVISING ___

PROBLEM WITH TEST ANXIETY ___

PROBLEM WITH ACHIEVING IN A CLASS ___

PROBLEM WITH AN INSTRUCTOR ___

OTHER (specify) __________ ___

____

8. What is your present educational goal? (check only one)

1) TRANSFER TO A 4-YR COLLEGE ONLY ___

2) ASSOCIATE DEGREE & TRANSFER ___

3) ASSOCIATE DEGREE ONLY ___

4) CERTIFICATE OF COMPETENCE ONLY ___

5) ASSOCIATE DEGREE & CERTIFICATE ___

6) LEARNING OR IMPROVING A SKILL ___

7) PERSONAL INTEREST ___

8) UNDECIDED ___

9. How did you find out about Counseling Services at MiraCosta? (Check all that apply)

ASSUMED COUNSELING WAS AVAILABLE ___

AT OARS ___

IN A CLASS OFFERED BY THE COUNSELING DEPARTMENT ___

REFERRED BY AN INSTRUCTOR ___

REFERRED BY SOMEONE IN ANOTHER STUDENT SERVICES OFFICE ___

IN THE CLASS SCHEDULE ___

IN THE CATALOG ___

FROM A FRIEND ___

OTHER (specify) _______________ ___

Indicate your level of agreement with each of the statements below.

SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree NA=Unsure

	SA	A	D	SD	NA
My counselor is available for consultation within a reasonable period of time.	1__	2__	3__	4__	5__
My counselor's information is usually accurate.	1__	2__	3__	4__	5__
I have access to necessary information about transfer requirements.	1__	2__	3__	4__	5__
I have access to necessary information about MiraCosta graduation requirements.	1__	2__	3__	4__	5__
I have adequate access to information about careers and career opportunities.	1__	2__	3__	4__	5__
The support staff in the counseling center make me feel comfortable and attended to.	1__	2__	3__	4__	5__
My counselor showed concern for me and the decisions I am making.	1__	2__	3__	4__	5__
I feel there are enough counselors to adequately serve students.	1__	2__	3__	4__	5__
I feel there are enough support staff in the counseling center to adequately serve students.	1__	2__	3__	4__	5__
When I have personal/social problems or similar concerns, I feel comfortable discussing them with a MiraCosta College counselor.	1__	2__	3__	4__	5__

MIRACOSTA COLLEGE STUDENT SURVEY
COUNSELING SERVICES

Counseling Services at MiraCosta College wishes to know whether or not you know about us, and if so, how you feel about us. Please take the time to answer the questions below and return the survey to use. Knowing who you are and whether we are reaching you helps us to serve you better.

1. What is your age? _____

2. What is your gender? 1) M___ 2) F___

3. What is your ethnic background?

SPANISH SURNAMED	1) ___	ORIENTAL, SAMOAN	4) ___
BLACK	2) ___	FILIPINO	5) ___
CAUCASIAN, OTHER	3) ___	AMERICAN INDIAN	6) ___

4. When do you attend classes? 1) DAYS ___ 2) EVENINGS ___ 3) BOTH ___

5. Do you attend classes at

   1) MAIN CAMPUS ___ 2) DEL MAR SHORES ___ 3) BOTH ___

6. What is your present educational goal? (check only one)

   1) TRANSFER TO A 4-YR COLLEGE ONLY ___
   2) ASSOCIATE DEGREE & TRANSFER ___
   3) ASSOCIATE DEGREE ONLY ___
   4) CERTIFICATE OF COMPETENCE ONLY ___
   5) ASSOCIATE DEGREE & CERTIFICATE ___
   6) LEARNING OR IMPROVING A SKILL ___
   7) PERSONAL INTEREST ___
   8) UNDECIDED ___

7. Have you had an appointment with a MiraCosta College counselor?

   1) YES ___ 2) NO ___ 3) DON'T KNOW ___

8. Before receiving this survey, did you know about Counseling Services at MiraCosta College?

   1) YES ___ 2) NO ___

9. If you did know about Counseling Services, how did you find out about it? (check all that apply)

ASSUMED COUNSELING WAS AVAILABLE ___
AT OARS ___
IN A CLASS OFFERED BY THE COUNSELING DEPARTMENT ___
REFERRED BY AN INSTRUCTOR ___
REFERRED BY SOMEONE IN ANOTHER STUDENT SERVICES OFFICE ___
IN THE CLASS SCHEDULE ___
IN THE CATALOG ___
FROM A FRIEND ___
OTHER (specify) ______________ ___

10. Which of the following Counseling-Related courses do you feel a need for? (check all that apply)

CAREER EXPLORATION ___
JOB SEEKING SKILLS ___
TEST ANXIETY MANAGEMENT ___
TRANSFER INFORMATION ___
OTHER (specify)_______________ ___

11. What is your general impression of Counseling Services at MiraCosta College?

1) EXCELLENT ___
2) VERY GOOD ___
3) GOOD ___
4) FAIR ___
5) POOR ___
6) DON'T KNOW ___

Thank you for taking the time to provide us with valuable information which will help us to help you with your educational experience.

COLLEGE OF SAN MATEO STUDENT INTEREST AND NEEDS SURVEY

CONTINUING STUDENTS - May 1984

We are interested in assisting College of San Mateo students to achieve their educational and career goals. We would like to know what the College of San Mateo can do to assist students to complete them. We would very much appreciate your assistance in completing this survey and turning it in before you leave. Thank you for your assistance. Should you wish to speak with me, I can be reached at 574-6183 or in Building 1, Room 209 Monday through Friday from 8:00 a.m. to 4:30 p.m.

Steve Morehouse
Coordinator of Counseling Services

PLEASE RATE ON THE SCALE OF 1 - 7 THE FOLLOWING COUNSELING/ADVISING SERVICES AS TO THEIR IMPORTANCE IN ASSISTING YOU IN COMPLETING YOUR GOALS.

PLEASE CIRCLE YOUR RATING OF EACH ITEM

1 = MOST IMPORTANT   7 = LEAST IMPORTAN

1. Orientation to C.S.M. prior to registration	1	2	3	4	5	6	7
2. All students should be assigned to a counselor/academic advisor	1	2	3	4	5	6	7
3. Academic advising (selecting correct classes)	1	2	3	4	5	6	7
4. C.S.M. graduation/certificate requirement assistance	1	2	3	4	5	6	
5. Transfer requirements to universities	1	2	3	4	5	6	
6. Career planning assistance (selecting a college major/career)	1	2	3	4	5	6	
7. Interpretation of placement test scores	1	2	3	4	5	6	
8. Study habits (how to get better grades, test anxiety, time management, etc.)	1	2	3	4	5	6	7
9. Employment and/or financial aid counseling/assistance	1	2	3	4	5	6	
10. Decision making process, values, and self-esteem	1	2	3	4	5	6	

		1 = MOST IMPORTANT						7 = LEAST IMPORTANT
11.	Personal relationship (self-understanding, stress reduction, assertiveness training, etc.)	1	2	3	4	5	6	7
12.	Psychological/personal/counseling and Support Group Services	1	2	3	4	5	6	7

13. Other ideas/issues of importance to you: ____________________________________

____

____

____

If you would like additional information about any of the above, please contact your counselor/advisor, the Drop-In Counseling Office in Bldg. 1, Room 201 (Monday through Friday, 9 a.m. to p.m.) or the Office of Services, Bldg. 1, Room 209.

If you need additional space, please use other side.

COLLEGE OF SAN MATEO

STUDENT EVALUATION OF YOUR COUNSELOR/ADVISOR

We would like your view of your counselor to assist us in improving counseling/advising services. Please do not sign your name.

YOUR COUNSELOR ______________________ YOUR MAJOR ___________________________

AGE:	16-20	21-24	25+	SEX:	MALE	FEMALE
	0	0	0		0	0

EST. GPA:	1.5-2.0	2.1-2.6	2.7-4.0
	0	0	0

NO. OF SEM. WITH THIS COUNSELOR:	1	2	3	4	5+
	0	0	0	0	0

HOW MANY TIMES HAVE YOU TALKED WITH THIS COUNSELOR THIS SEMESTER?	1	2-4	5-8	+
	0	0	0	

The following statements describe basic components of academic advising/counseling. Please rate your counselor on each item; however, if you have no opinion, or if the statement does not apply, please leave blank.

	Almost Always	Usually	Seldom	Almost Never
1. Is available during schedule office hours.	0	0	0	0
2. Assists me in exploring vocational/career options.	0	0	0	0
3. Advises me of alternatives and encourages me to assume responsibility for my decisions.	0	0	0	0
4. Seems informed about regulations and course offerings.	0	0	0	0
5. Assists me in understanding requirements for graduation, transfer, or certificate programs.	0	0	0	0
6. If needed, refers me to other sources for additional information and assistance.	0	0	0	0
7. Helps me in planning my program in a manner that is consistent with my own objectives.	0	0	0	0
8. Shows a genuine interest in assisting me.	0	0	0	0
9. I feel comfortable returning to this counselor.	0	0	0	0
10. I think my counselor would try to help me if I had a problem with a teacher.	0	0	0	0
11. If needed, my counselor would help or refer me for help with personal problems.	0	0	0	0
12. Using a letter grade, I give my counselor an overall grade of:	A	B	C	D
	0	0	0	0

13. I would like to change my counselor: (If you wish to change your counselor, you may do so at the Office of Student Services Bldg. 1, Room 207).	Yes 0	No 0	Doesn't Matter 0

14. Comments: ______________________________

CANADA COLLEGE

COUNSELING INTERVIEW

To Be Completed By Counselee (please print) Date: ______/______/______
month day year

Name: ______________________ Student (Presently enrolled) Female

Social Security #___________ Non-student Male

- -

To Be Completed By Counselor

Nature of Interview	Length of Interview	Time
1. Academic Counseling	1. Less than 15 minutes	8 a.m.-12 p.m.
2. Career Counseling	2. 15 minutes to 30 minutes	12:01 p.m.-5 p.m.
3. General Information	3. 30+ minutes to 45 minutes	5:01 p.m.-10 p.m.
4. Personal Counseling	4. 45+ minutes to 1 hour	Counselor # ________
5. P - S - D	5. More than 1 hour	
6. Other: (Nursing, LVN, etc., please indicate)	(Comments on reverse side)	

SACRAMENTO CITY COLLEGE

COUNSELING SESSION

To Be Completed By Counselee (please print) Date: ______/_____/______
month day year

Name: ___________________________ Student (Presently enrolled) Female

Social Security # _______________ Non-student _______________ Male

- -

To Be Completed By Counselor

Nature of Interview	Length of Interview	Time
___ 1. Academic Counseling	___ 1. Less than 15 minutes	___ 7:30 a.m.-8:00 a.m.
___ 2. Career Counseling	___ 2. 15 minutes to 30 minutes	___ 8:00 a.m.-12:00 p.m.
___ 3. General Information	___ 3. 30+ minutes to 45 minutes	___12:00 p.m.-4:00 p.m.
___ 4. Personal Counseling	___ 4. 45+ minutes to 1 hour	___ 4:00 p.m.-5:00 p.m.
___ 5. Test Interpretation	___ 5. More than 1 hour	___ 5:00 p.m.-8:30 p.m.
___ 6. Other: (Nursing, LVN etc., please indicate)	(Comments on reverse side)	
___ 7. Crisis Counseling		
___ 8. Telephone Inquiries	Counselor ______________________JS:sc 12/84	

SACRAMENTO CITY COLLEGE

COUNSELOR EVALUATION

Date: ____________________

1. DID YOU SEE A COUNSELOR AT ANY TIME DURING THIS QUARTER?

   ___ YES ___ NO (If your answer is "YES", please continue. If "NO", submit card as is with registration materials.)

2. WHICH COUNSELOR DID YOU SEE? (See reverse side. Use a separate card for each counselor you evaluate.)

3. WHAT SERVICES DID YOU RECEIVE FROM THE COUNSELOR?

   (See reverse side for definition of services.)

   ___ Academic Advisement/Program Planning
   ___ Career Counseling
   ___ Personal Counseling
   ___ General Information
   ___ Other ____________________

4. DID THE COUNSELOR APPEAR TO BE INTERESTED IN YOU?

   ___ YES ___ NO

5. WERE THE SERVICES YOU RECEIVED:

   ___ EXCELLENT ___ SATISFACTORY ___ UNSATISFACTORY (PLEASE EXPLAIN ON REVERSE SIDE)

6. ADDITIONAL COMMENTS: ______________________________

____

NAME: ____________________
Optional

COUNSELORS: (Please place check mark ( ) to left of counselor's name.

( ) Ron Arroyo-Rm.2355D
( ) Marg Baray-Reyes-Rm.184
( ) Steve Bundy-Rm.162
( ) Lois Button-Rm.178
( ) Phyllis Elame-Rm.2359A
( ) Mary Evans-Rm.182
( ) Bob Forester-Rm.176
( ) Barbara Garfinkle-Rm.174
( ) Carolyn Greene-Rm.148
( ) Joe Kuwabara-Rm.190
( ) Mason Layman-Rm.180
( ) Rachel Maldonado-Rm.116
( ) Virginia Maruyama-Rm.154
( ) Eleanor Meyer-Rm.150
( ) Cathy Noble-Rm.3100
( ) Marion Sanchez-Rm.156
( ) Marvin Thompson-Rm.152
( ) Elizabeth Vician-Rm.142
( ) Greta Weaver-Rm.188
( ) Jay Yarbrough-Rm.186

DEFINITIONS:

ACADEMIC ADVISEMENT - assistance in setting educational goals, helping students evaluate interests and abilities, understand requirements for various college programs or majors, and recommend proper courses for their goals.

CAREER COUNSELING - helping students determine appropriate career goals, and providing information that will indicate the best preparation for reaching these goals.

PERSONAL COUNSELING - assistance with personal or health problems which might be affecting academic progress.

GENERAL INFORMATION - information about College policies, procedures and deadlines; or referral to other on-campus or off-campus services.

WAD:rr
Rev.10-84

SURVEYS

FOR

FINANCIAL AIDS

BUTTE COLLEGE FINANCIAL AID OFFICE
STUDENT SURVEY, SPRING 1985

Dear Student:

Please take a second to complete the enclosed financial aid survey and return it at the Financial Aid window. Your opinions are both needed and valuable. The surveys are completely anonymous. Thank you.

Sincerely,
MIKE J. RASMUSSEN, Director of Financial Aid
and Veteran Affairs

1. Butte College currently awards self-help (college work study or guaranteed student loans) and gift aid (grants) based upon the situation of the individual student. For example, a single parent may receive 90% of his/her total award in gift aid and 10% in self-help aid, a married student with children may receive a 80-20 package, and independent student a 55-45 package. The feeling is that as a single parent or married student with children, there is less time for college work study employment, and loans would be less acceptable due to family obligations.

Is this a fair method of dividing gift aid and self help aid?

Strongly Agree ___ Agree ___ No Opinion ___ Disagree ___ Strongly Disagree ___

2. Butte College currently limits the SEOG grant paid to an eligible student to $675.00 per academic year, rather than the $2,000.00 maximum limit as established by federal law. This is done to spread these grant funds to as many students as possible. The same is the case with EOP/S funds; the college limit is $312.00 and the state limit is $850.00.

Is this a fair method to award these grants?

Strongly Agree ___ Agree ___ No Opinion ___ Disagree ___ Strongly Disagree ___

3. Do you consider the disbursement of financial aid funds made by the Butte College Financial Aid Office to be timely?

Always ___ Usually ___ Seldom ___ Never ___

4. Butte College does an adequate job of informing students of their rights and responsibilities as related to financial aid programs (for example, criteria for continued Financial Aid eligibility, standards of Satisfactory Progress, criteria for reestablishing eligibility after failing to maintain Satisfactory Progress, the methods and frequency of payments, and the conditions and terms of college work study employment).

Is this an accurate statement?

Strongly Agree ___ Agree ___ No Opinion ___ Disagree ___ Strongly Disagree ___

BUTTE COLLEGE

STUDENT SERVICES PROGRAM REVIEW SURVEY

Financial Aid Office

NOTE: Questions #3, #4, #5, #6 and #17 on the general survey are not applicable and have been omitted.

1. How would you rate the accuracy of the evaluation of transcripts, applications for graduation, residency determinations, and the like provided by Admissions and Records?

☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Don't Know

2. How would you rate the timeliness of the evaluation of transcripts, applications for graduation, residency determinations, and the like provided by Admissions and Records?

☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Don't Know

7. Do you think you understand the basis and operation of Butte College's system used to divide a student's financial aid funding (package) among grants, work, and loans? I understand:

☐ Completely ☐ Adequately ☐ Somewhat ☐ Not At All

8. Do you believe that the current method of "packaging" student financial aid is effective in getting the right types of financial aid to eligible students?

☐ Strongly Agree ☐ Agree ☐ No Opinion ☐ Disagree

☐ Strongly Disagree

9. Do you think that you understand the Financial Aid Advisory Committee's (FAAC) role in financial aid policy? I understand:

☐ Completely ☐ Adequately ☐ Somewhat ☐ Not At All

10. Do you think the FAAC evaluates the results of its policies?

☐ Strongly Agree ☐ Agree ☐ No Opinion ☐ Disagree

☐ Strongly Disagree

11. Do you believe that Butte College financial aid recipients adequately understand their rights and responsibilities relative to financial aid (e.g., criteria for continued financial aid eligibility, standards of satisfactory academic progress, criteria for reestablishing eligibility after failing to maintain satisfactory academic progress, the methods and frequency of payments, and the terms and conditions of college work-study employment)? They understand:

☐ Completely ☐ Adequately ☐ Somewhat ☐ Not At All

12. Do you think that the financial aid office adequately communicates financial aid rights and responsibilities to students?

[ ] Strongly Agree   [ ] Agree   [ ] No Opinion   [ ] Disagree

[ ] Strongly Disagree

13. Do you believe that you have had any input in the initiation or development of any campus student services?

[ ] Often   [ ] Sometimes   [ ] Seldom   [ ] Never

14. Do you believe that you have had any input in determining the goals and objectives of campus student services?

[ ] Often   [ ] Sometimes   [ ] Seldom   [ ] Never

15. Do you think that you have had any input in evaluating the achievement of goals and objectives as set by the various campus student services?

[ ] Often   [ ] Sometimes   [ ] Seldom   [ ] Never

16. Do you wish to have input regarding student services?

[ ] Yes   [ ] No

18. As a college staff member, how do you rate the effectiveness of the working relationship between college staff and student personnel services (SPS)?

[ ] Good   [ ] Fair   [ ] Poor   [ ] Other ______________________________
Identify

19. Do you think surveys are an effective means of evaluating programs and services?

[ ] Yes   [ ] No

SURVEYS
FOR
TUTORIAL SERVICES

MOORPARK COLLEGE

Tutorial Services Survey

How were you referred to the Tutorial Center?

Teacher____(1) Counselor____(2) Flyers____(3) Self____(4)

Other____(5)

Course for which you are seeking help.

Math____(6) English____(7) Languages____(8) Other____(9)

Estimated grade in course tutoring.

A____(10) B____(11) C____(12) D____(13) F____(14)

Were you aware of tutorial services prior to entering Moorpark College?

Yes____(15) from: Teacher____(16) Counselor____(17)

Friend____(19) Other____(20)

No____(18)

What additional tutorial services would be helpful:

Study Skills____(21) Reading Comprehension____(22) Other____(23)

Is the tutor assigned to you helpful and knowledgeable in your subject area?

Yes____(24) No____(25) Somewhat____(26)

MOORPARK COLLEGE TUTORIAL SERVICES

Faculty Survey

A) Are you familiar with services offered by Moorpark College Tutorial Program?

______ Yes ______ No ______ Somewhat

B) Have you ever referred a student to the Tutorial Center?

______ Yes ______ No (Go to D)

C) Do you know if students you have referred have: (please circle answer)

YES NO Received a tutor.

YES NO Followed through on tutorial meetings.

YES NO Been satisfied with tutor assigned.

YES NO Have improved class work with tutorial assistance.

D) Have you recommended a qualified student to serve as a tutor?

______ Yes ______ No

E) Do you feel Tutorial Services are:

______ Adequate ______ Not adequate ______Somewhat adequate

F) Have you any suggestions for improvement or changes in Tutorial Services?

RETURN TO NADINE COLT, TUTORIAL SERVICES

CABRILLO COLLEGE

Tutor Training Survey for EOPS Tutorials

1. Do you feel that you have been adequately trained to be a tutor? Yes____ No____

   If not, why?____

   ____

2. Do you feel that the tutor training film(s) were informative? Yes_____ No_____

   Didn't see them ____________________

3. Do you feel that Dick Griffith's presentation on Learning Disabilities was informative and pertinent information?

   Yes ________ No ________ Didn't attend __________

4. Did the EOPS panel discussion increase your awareness of the typical EOPS student and how to tutor them? Yes _______ No ________ Didn't attend____________

5. Which of the following would you like to have workshops on:

   a. Mind-mapping

   b. Role-playing

   c. Test anxiety

   In what order? ____

6. What else would you like to see done for tutor training?

   ____

   ____

   ____

7. If you didn't attend one or more of the above meetings, please state reason.

   ____

   ____

   ____

To:

From:

Re:

______________________________ has received ________________ hours of tutoring for your ___________________ course through our program as of the last pay period. (3/19/86) Please indicate below your estimation of his/her progress.

____________________ Progress Academically

____________________ Attitude Improved

____________________ No Noticeable Difference

Comments____

____

Please drop this in Tutorials box in the mailroom by 4/11/86. Thank you for your cooperation in answering this survey.

4/86

SURVEYS
FOR
COMBINATIONS OF SERVICES

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MONTEREY PENINSULA COLLEGE

ADMISSIONS/RECORDS/COUNSELING SURVEY

INSTRUCTIONS: IN ANSWERING THE FOLLOWING QUESTIONS, WRITE THE NUMBER OF THE ANSWER YOU HAVE SELECTED IN THE SPACE PROVIDED IN THE LEFT HAND COLUMN.

____ 1. Which of the following methods describes how you first received a copy of the Spring 1985 schedule of classes for MPC? Did you

1. receive a copy by mail?
2. pick up a copy on campus?
3. pick up a copy at an off-campus location? (Please specify!) ____________
4. receive one from a friend?
5. Other (Please specify!) ____________________________

____ 2. Did you at any time receive by mail a copy of the Spring 1985 schedule of classes for MPC?

1. Yes 2. No

____ 3. Which of the following describes the approximate time before classes began that you first received the Spring 1985 schedule of classes for MPC?

1. three or more weeks before they began.
2. two weeks before they began.
3. one week before they began.
4. less than one week before they began.
5. after classes began.

____ 4. Do you feel that you received the schedule of classes

1. at about the right time? 2. too early? 3. too late?

____ 5. How clear did you find the information in the schedule of classes which described the registration process? Did you find it to be

1. very unclear? 2. unclear? 3. clear? 4. very clear?

____ 6. Did you mail-in the registration form that was printed in the schedule of classes?

1. Yes 2. No

[If you answered "No" to question #6, please skip to question #13.]

____ 7. How clearly worded was the registration form? Did you find it to be

1. very clear? 2. clear? 3. unclear? 4. very unclear?

____ 8. Did you find any part of the registration form difficult to complete?

1. Yes 2. No

[If you answered "No" to question #8, please skip to question #11.]

____ 9. Which part(s) was (were) difficult to complete? (Please specify)

____

____

____

____

____ 10. Why were they difficult to complete? (Please specify!)

____

____

____

____ 11. How clear did you find the explanation on how much to pay for your classes?

1. very unclear? 2. unclear? 3. clear? 4. very clear?

____ 12. How clear did you find the instructions describing what to do with your completed registration form? Did you find the instructions to be

1. very clear? 2. clear? 3. unclear? 4. very unclear?

____ 13. Did you register in person at the lecture forum?

1. Yes 2. No

[If you answered "No" to question #13, please skip to question #18.]

____ 14. Why did you choose to register in person rather than by mail? (Please specify!)

____

____

____

____ 15. Did you find the on-campus registration location

1. easy to find? 2. difficult to find?

____ 16. How long would you estimate that it took you to complete the in-person registration process? Would you say it took you

1. less than thirty minutes?
2. thirty to sixty minutes?
3. more than sixty minutes?
4. more than two hours?

____ 17. Would you say that the time it took to register was

1. just about right? 2. too short? 3. too long?

____ 18. Which part of the registration process seemed to take the longest?

1. filling out the form?
2. seeing a counselor?
3. having the registration form checked?
4. having your residency checked?
5. the computer entry of the classes you selected?
6. paying the fees?

____ 19. Did you register after classes began?

1. Yes 2. No

[If you answered "No" to question #19, please skip to question #24.]

____ 20. For what reason(s) were you a "late registrant?" (Please specify)

____

____

____

____ 21. How clear did you find the information describing the "Late Registration" process to be? Did you find it to be

1. very clear? 2. clear? 3. unclear? 4. very unclear?

____ 22. How efficient would you say that the "Late Registration" process was? Would you say it was

1. very efficient? 2. efficient? 3. inefficient? 4. very inefficient?

____ 23. What suggestions, if any, do you have that would improve the late registration process? (Please specify)

____

____

____

____ 24. Which one of the following reasons best describes why you decided to attend MPC?

1. It was suggested by a friend.
2. My employer or school advisor or teacher recommended that I attend.
3. My family expected me to attend.
4. It was my own decision, based mostly on hearing or reading about MPC.
5. MPC is less costly than other post-secondary schools.
6. MPC has the program or training that I want.
7. It will allow me to prepare for later transfer to a college or university.
8. Other (Please specify!)

____

____

____

____ 25. New, first-time students enrolling in six (6) units or more must have their registration forms signed by a counselor. Do you think that this requirement is helpful?

1. Yes 2. No

____ 26. Many feel that first-time students should have an orientation session with a counselor before they register for classes. Do you agree?

1. Yes 2. No

If a college orientation was offered, which of the following informational presentations do you feel would be helpful to you? Presentations that would

____ 27. familiarize you with college rules, policies, student rights, and the variety of student services available? 1. Yes 2. No

____ 28. provide information about curriculum programs and courses offered at MPC? 1. Yes 2. No

____ 29. help you select appropriate courses based on the student's skills, interests, and needs? 1. Yes 2. No

____ 30. help you with career information and decision making? 1. Yes 2. No

____ 31. help you to develop study skills to reach their academic goals? 1. Yes 2. No

____ 32. Other (Please specify!)

____

____

For each of the following counseling services offered at MPC that you have used (questions 33 through 37), please indicate your degree of satisfaction, accordin to the following scale:

1. Very satisfied 2. Satisfied 3. Dissatisfied 4. Very dissatisfied 5. Never Use

____ 33. helping me to decide which academic major or program to pursue

____ 34. helping me to select courses which are appropriate to my educational goal

____ 35. providing me with knowledge of requirements to meet my educational goals

____ 36. increasing my knowledge of academic opportunities leading to future careers

____ 37. providing assistance in helping resolve personal problems which interfere with reaching my educational goals

____ 38. The following space is reserved for any comments that you may wish to make concerning this survey.

____

____

____

____

YOUR PARTICIPATION IN THIS SURVEY HAS BEEN MOST HELPFUL AND IS MUCH APPRECIATED!
THANK YOU FOR YOUR COOPERATION!

COLLEGE OF SAN MATEO

STUDENT SERVICES EVALUATION AND INFORMATION SURVEY

CONTINUING STUDENTS - MAY, 1984

We are attempting to improve our services to students and would appreciate your assistance in evaluating them. We would also like to know of your needs and preferences. Please complete the following survey and turn it in before leaving the room. Thank you very much for your assistance. (Should you wish to speak with me personally about any of the below, please contact me at 574-6183 or Building 1, Room 209 Monday through Friday from 8:00 a.m. to 4:30 p.m.)

Steve Morehouse
Coordinator of Counseling Services

PLEASE RATE THE FOLLOWING SERVICES AT THE COLLEGE OF SAN MATEO:

	Excellent	Very Good	Good	Poor	Very Poor	No Opinion
1. Admissions/Registration Office	____	____	____	____	____	____
2. Career Development Center	____	____	____	____	____	____
3. College Readiness Program Multi-Cultural Center	____	____	____	____	____	____
4. Counselors/Advisors	____	____	____	____	____	____
5. Drop-In Counseling Office	____	____	____	____	____	____
6. Financial Aid	____	____	____	____	____	____
7. Health Services	____	____	____	____	____	____
8. Housing Information	____	____	____	____	____	____
9. Learning/Tutorial Center	____	____	____	____	____	____
10. Program for Physically Handicapped	____	____	____	____	____	____
11. Psychological/Personal Services	____	____	____	____	____	____
12. Student Activities Office	____	____	____	____	____	____
13. Student Employment Service	____	____	____	____	____	____
14. Veterans' Affairs	____	____	____	____	____	____
15. Voluntary Health Insurance	____	____	____	____	____	____
16. Adult Re-Entry Program	____	____	____	____	____	____

We would appreciate your suggestions on how the Office of Counseling or Student Services can help you to complete your educational goals.

____

____

____

If you would like additional information about any of the above, please contact your counselor/advisor, the Drop-In Counseling Office in Bldg. 1, Room 201 (Monday through Friday, 9 a.m. to 2 p.m.) or the Office of Counseling Services Bldg. 1, Room 209.

If you need additional space, please use other side.

MERCED COLLEGE

SUGGESTED FORMAT FOR EVALUATION INTERVIEWS

Demographic Information

Please answer the questions listed below:

1. I am a new ___, continuing ___, returning ___ student to Merced College.
2. English is ___, is not ___ my native language.
3. My goal at Merced College is:
    - ____ To get an associate degree and transfer to a four year college or university
    - ____ To get an associate degree and seek employment
    - ____ To get an occupational certificate or take courses in an occupational area and seek employment
    - ____ To up-grade my occupational skills
    - ____ Self improvement
4. I have completed ___ semesters at Merced College prior to the Spring 1985 semester.

Questionnaire

A. Admissions:

When you initially were admitted to Merced College you were given an Admissions Application and California Residency Questionnaire to complete. These forms are legally required.

After you completed these forms you turned them in at the Admissions counter and a student identification card was prepared. After that, you were handed papers to complete your registration.

Please rate the following Admissions services:

	Printed Information	Admissions Procedures	Staff Attitude
Excellent	____	____	____
Good	____	____	____
Average	____	____	____
Below Average	____	____	____
Poor	____	____	____

B. Registration:

Did you use the registration by mail procedure? Yes ___ No ___

If yes, 1. Please rate your level of satisfaction of this service.

Excellent ____________
Good ____________
Average ____________
Below Average ____________
Poor ____________

2. If you experienced any kind of problem with the registration by mail system, how would you rate the personal assistance you received in correcting the problem?

Excellent ____________
Good ____________
Average ____________
Below Average ____________
Poor ____________

Did you use the "walk through" registration procedure? Yes ___ No ___

If yes, 1. When you were served at the registration counter your classes were entered into the computer. Please rate your level of satisfaction with the procedure at the registration counter.

Excellent ____________
Good ____________
Average ____________
Below Average ____________
Poor ____________

2. Please rate your level of personal satisfaction with the person who served you.

Excellent ____________
Good ____________
Average ____________
Below Average ____________
Poor ____________

C. Fiscal Services

1. If you registered by mail, please answer:

Did you experience any problems regarding payment of your fees using the registration by mail system?

Yes ___ No ___

If yes, 1. Please rate your level of satisfaction with the personal assistance you received in correcting the problem.

Excellent ____________
Good ____________
Average ____________
Below Average ____________
Poor ____________

2. If you used the "walk through" system for registration, please answer:

After your classes were entered into the computer at the registration counter you were directed to pay your fees at the Fiscal Services window. Please rate your level of satisfaction with the attitude of of the person serving you.

Excellent ____________
Good ____________
Average ____________
Below Average ____________
Poor ____________

Please rate the level of efficiency in accepting and receipting your payment.

Excellent ____________
Good ____________
Average ____________
Below Average ____________
Poor ____________

D. Financial Aid:

Have you ever applied for financial aid at Merced College? Yes ___ No ___

If yes, You completed an application (required by law) and were interviewed by an intake advisor to assess your financial eligibility.

Please rate the areas listed:

	Application Processing	Printed Information	Payment Schedules	Staff Attitude
Excellent	________	________	________	________
Good	________	________	________	________
Average	________	________	________	________
Below Average	________	________	________	________
Poor	________	________	________	________

E. Counseling and Guidance:

The counseling division works with students in directing them toward their goals in class selection, career planning, and personal counseling. You may have received one or more of these services. Please indicate your level of satisfaction for each category which applied to you.

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	Counselor Attitude	Class Selection	Career Planning	Personal Counseling
Excellent				
Good				
Fair				
Poor				
Not Applicable				

Suggestions for improvement in one or more areas:

NAPA VALLEY COLLEGE

FALL 1984 STUDENT OPINION SURVEY

NAPA VALLEY COLLEGE NEEDS YOUR HELP. YOUR OPINIONS ABOUT THE COLLEGE ARE IMPORTANT AND VALUABLE. The administration and faculty at Napa Valley College are very interested in your attitudes and opinions about the college. Your thoughtful responses to this survey will help us meet your needs and plan for the future.

DIRECTIONS: Please complete this survey and return it to the faculty member of the class in which it has been distributed. All responses are strictly confidential. Do not put your name on this questionnaire. If you have completed this survey in another class, please DO NOT complete it again. Thank you for your time and cooperation.

1. What was your major reason for enrolling at Napa Valley College? (Check only one response)

_____ 1. No definite purpose in mind
_____ 2. To tak a few courses for self-improvement
_____ 3. To take a few job-related or job-required courses
_____ 4. To take a course for general interest
_____ 5. To take courses necessary for transferring to a 4-year college or university
_____ 6. To complete a vocational/technical program
_____ 7. To obtain an Associate Degree
_____ 8. Other, please specify ____________________________

2. Why did you choose to attend Napa Valley College? Check as many responses as apply

_____ 1. Quality of education provided by the college
_____ 2. Course offerings (academic and occupational)
_____ 3. Availability of basic skills courses
_____ 4. Former student's advice
_____ 5. High school teacher's advice
_____ 6. High school counselor's advice
_____ 7. College counselor's advice
_____ 8. College faculty member's advice
_____ 9. Family or friend's advice
_____10. Will help me retain my current job
_____11. Low cost of attending
_____12. Availability of financial aid
_____13. Availability of child care
_____14. Location
_____15. Influenced by my friends
_____16. Reputation of a specific program, Specify: __________________________

3. Which of the following was true for you at the time you first entered Napa Valley College?

_____ 1. Entered directly from high school

_____ 2. Entered after working for a period of time (exclude summer work)

_____ 3. Transferred from another 2-year college

_____ 4. Entered after completing military service

_____ 5. Transferred from a 4-year college or university

_____ 6. Entered the Women's Re-Entry Program

_____ 7. Other ____
Please specify

4. What is your current major field or occupational program? Please specify.

____

5. College Environment: Please check your level of satisfaction with each of the following aspects of this college. If any item is not applicable to you or this college, check the "Does Not Apply" column and proceed to the next item. Please respond to each item by choosing only one of the four alternatives.

	Does Not Apply	Satisfied	Neutral	Dissatisfied
1. Course content in your major area of study	____	____	____	____
2. Quality of instruction in your major area of study	____	____	____	____
3. Out-of-class availability of your instructors	____	____	____	____
4. Attitude of the teaching staff toward students	____	____	____	____
5. Variety of courses offered at Napa Valley College	____	____	____	____
6. Class size	____	____	____	____
7. Availability of a counselor for academic/career advice	____	____	____	____
8. Registration procedures	____	____	____	____
9. Student voice in college policies	____	____	____	____
10. Personal security/safety at this college	____	____	____	____
11. Laboratory facilities	____	____	____	____
12. Classroom facilities	____	____	____	____
13. Facilities for student activities/leisure time	____	____	____	____
14. Study areas	____	____	____	____

	Does Not Apply	Satisfied	Neutral	Dissatisfied
15. College bookstore	____	____	____	____
16. Availability of the courses you want at times you can take them	____	____	____	____
17. Concern for you as an individual	____	____	____	____
18. General condition and appearance of buildings and grounds	____	____	____	____
19. Opportunities for personal involvement in student activities	____	____	____	____
20. Student government	____	____	____	____
21. Pre-enrollment testing in English & math (SOAAR Program)	____	____	____	____

8. What is your overall impression of the quality of education at Napa Valley College?

____ 1. Excellent
____ 2. Good
____ 3. Average
____ 4. Below Average
____ 5. Inadequate

9. If you could start college over, would you choose to attend Napa Valley College?

____ 1. Definitely yes
____ 2. Probably yes
____ 3. Uncertain
____ 4. Probably No (please comment on why) ______________________________

____

10. How many terms (quarters, semesters, summer sessions) have you completed at Napa Valley College? Include this semester in your calculations.

____ 1. One term
____ 2. Two terms
____ 3. Three terms
____ 4. Four terms
____ 5. Five terms
____ 6. Six terms
____ 7. Seven terms
____ 8. Eight terms or more

11. Please check your age category.

____ 1. Under 18
____ 2. 18-22
____ 3. 23-30
____ 4. 31-40
____ 5. 41-50
____ 6. 51-60
____ 7. 61 and over

12. What is your sex?

____ 1. Male
____ 2. Female

13. What is your racial/ethnic background?

____ 1. Alaskan Native/American Indian
____ 2. Asian/Pacific Islander
____ 3. Black
____ 4. Caucasian
____ 5. Hispanic/Latin American
____ 6. Filipino
____ 7. Other
____ 8. Non Respondent

14. Indicate the number of hours per week you are currently employed.

____ 1. 0 or only occasional jobs
____ 2. 1 to 10 hours
____ 3. 11 to 20 hours
____ 4. 21 to 30 hours
____ 5. 31 to 40 hours
____ 6. Over 40

15. What is your current enrollment status at this college?

____ 1. Full-time student
____ 2. Part-time student

16. What is your highest level of formal education?

____ 1. 0-8 years
____ 2. 9-12 years
____ 3. High school graduate or G.E.D.
____ 4. Vocational, technical or certificate program (less than two years beyond high school)
____ 5. Some college work, but no degree

____ 6. Two-year college degree (AA)
____ 7. Bachelor's degree or equivalent
____ 8. Master's degree or equivalent
____ 9. Professional or terminal degree (Ph.D, M.D.)

THANK YOU FOR YOUR HELP!

TAFT COLLEGE QUESTIONNAIRE

To assist Taft College Staff in serving you, the student, better, we are requesting that you help us by completing this questionnaire. We are evaluating our personnel involved with and our process of registration.

Check one of the following for each question:

1. What is your age range?

____ 17-23
____ 24-29
____ 30-35
____ older

2. Have you ever attended another college?

____ Yes
____ No

3. Are you a new or returning student?

____ New
____ Returning

4. How many units are you enrolled in this semester?

____ 0-5
____ 6 or more

5. Are you a Freshman or Sophomore?

____ 0-30 units=Freshman
____ 31 or more=Sophomore

6. What was your first impression of the people serving you?

	ADMINISTRATION OFFICE	BUSINESS OFFICE	ADMISSIONS OFFICE	FINANCIAL AID OFFICE	COUNSELING OFFICE
Very helpful					
Helpful					
Not helpful					
Not applicable					

7. How were you treated?

	ADM.	BUS.	ADMIS.	FIN. AID	COUNSEL.
Excellent					
Good					
Fair					
Poor					

8. Were you served in a timely manner?

	ADM.	BUS.	ADMIS.	FIN. AID	COUNSEL.
0-5 minutes					
6-10 minutes					
11-15 minutes					
21 or more					

9. How accurate was the information given?

	ADM.	BUS.	ADMIS.	FIN. AID	COUNSEL
Excellent					
Good					
Fair					
Poor					

10. Was the admissions material easy to obtain?

___ Yes ___ No

11. Was the admissions material easy to read and understand?

___ Yes ___ No

COMMENTS:

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BUTTE COLLEGE
STUDENT SURVEY
WINTER QUARTER 1985 NEW STUDENTS

1. Gender: [ ] Male [ ] Female

2. Ethnicity:
   [ ] American Indian/Alaska Native
   [ ] Asian or Pacific Islander
   [ ] Black (not Hispanic origin)
   [ ] White (not Hispanic origin)
   [ ] Hispanic
   [ ] Filipino
   [ ] Other

3. Age: [ ] Under 18 [ ] 18-20 [ ] 21-25 [ ] 26-30 [ ] 31-35 [ ] 36-40 [ ] over 40

4. How long were you in the registration line?

   [ ] 15 min. or less [ ] 15-30 min. [ ] 30 min.-1 hour [ ] 1-2 hours [ ] Over 2 hours

5. After entering the registration arena (first table), how long did your registration take?

   [ ] 5 min. or less [ ] 5-10 min. [ ] 10-15 min. [ ] 15-30 min. [ ] Over 30 min.

6. How would you rate the accuracy of your class schedule following registration?

   [ ] No errors [ ] One error [ ] More than one error

7. How would you rate the information regarding admissions and registration (mark one in each column)?

   a. [ ] Easily available
      [ ] Available
      [ ] Difficult to obtain

   b. [ ] Easy to read
      [ ] Readable
      [ ] Difficult to read

8. How satisfied are you with the current new and returning student registration process?

   [ ] Very satisfied [ ] Satisfied [ ] Sometimes satisfied [ ] Not satisfied [ ] Don't know

9. How would you rate the information regarding records (mark one in each column)?

   a. [ ] Easily available
      [ ] Available
      [ ] Difficult to obtain

   b. [ ] Easy to read
      [ ] Readable
      [ ] Difficult to read

   c. [ ] Easily accessibl
      [ ] Accessible
      [ ] Difficult to fir

10. If you have requested transcripts be sent by Butte College after the term ended, how long did it take?

    [ ] Less than a week [ ] 1-2 weeks [ ] 2-3 weeks [ ] Over 3 weeks [ ] Don't know

11. If you have examined your grade reports or transcripts, how would you rate the accuracy of your records?

    [ ] No errors [ ] One error [ ] More than one error [ ] Don't know

12. How satisfied are you with the distribution of students' records?

[ ] Very satisfied [ ] Satisfied [ ] Sometimes satisfied [ ] Not satisfied
[ ] Don't know

13. Have you seen a counselor? [ ] Yes [ ] No
If yes, how would you rate the counseling services you have received?

[ ] Excellent [ ] Good [ ] Fair [ ] Poor [ ] Don't know

What areas would you like to see improved?

14a. If you went through the Fall 1984 orientation, how useful has the information you received proven to be?

[ ] Useful [ ] Sometimes useful [ ] Don't know

b. Do you believe you have retained the information you received and have used the services advertised?

[ ] Yes [ ] No [ ] Mixed feelings [ ] Don't know

15. Are you satisfied with the accessibility of information regarding the job placement services?

[ ] Yes [ ] No [ ] Mixed feelings [ ] Don't know

16. If you have been to the Assessment Office, how would you rate the services provided

[ ] Excellent [ ] Good [ ] Fair [ ] Poor [ ] Don't know

17. Do you think that you have had a chance to give input to the College concerning student needs and interests (for example, by being asked to complete surveys)?

[ ] Often [ ] Sometimes [ ] Seldom [ ] Never

18. Do you think that you have any input in the initiation or development of any of the campus student services (for example, Admissions & Records, EOP/S, Financial Aid, Counseling)?

[ ] Often [ ] Sometimes [ ] Seldom [ ] Never

19. Do you think that you have had any input in determining the Goals/Objectives of campus student services (for example, Admissions & Records, EOP/S, Financial Aid, Counseling)?

[ ] Often [ ] Sometimes [ ] Seldom [ ] Never

20. Do you think that you have had any input in evaluating the achievement of Goals/Objectives set by the various campus student services (for example, Admissions & Records, EOP/S, Financial Aid, Counseling)?

[ ] Often [ ] Sometimes [ ] Seldom [ ] Never

21. If you are a new student, please indicate your reason for selecting Butte College:

[ ] Low cost
[ ] Close to home
[ ] Away from home
[ ] Desired program/major
[ ] Information from friends
[ ] Contacts with counselors

BUTTE COLLEGE
STUDENT SURVEY
WINTER QUARTER 1985 CONTINUING STUDENTS

1. Gender: ☐ Male ☐ Female

2. Ethnicity:
   - ☐ American Indian/Alaska Native
   - ☐ Asian or Pacific Islander
   - ☐ Black (not Hispanic origin)
   - ☐ White (not Hispanic origin)
   - ☐ Hispanic
   - ☐ Filipino
   - ☐ Other

3. Age: ☐ Under 18 ☐ 18-20 ☐ 21-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ Over 40

4. How long were you in the registration line?

   ☐ 15 min. or less ☐ 15-30 min. ☐ 30 min.-1 hour ☐ 1-2 hours ☐ Over 2 hours

5. After entering the registration arena (first table), how long did your registration take?

   ☐ 5 min. or less ☐ 5-10 min. ☐ 10-15 min. ☐ 15-30 min. ☐ Over 30 min.

6. How would you rate the accuracy of your class schedule following registration?

   ☐ No errors ☐ One error ☐ More than one error

7. How would you rate the information regarding admissions and registration (mark one in each column)?

   a. ☐ Easily available
      ☐ Available
      ☐ Difficult to obtain

   b. ☐ Easy to read
      ☐ Readable
      ☐ Difficult to read

8. How satisfied are you with the current continuing student registration process?

   ☐ Very satisfied ☐ Satisfied ☐ Sometimes satisfied ☐ Not satisfied ☐ Don't know

9. How would you rate the information regarding records (mark one in each column)?

   a. ☐ Easily available
      ☐ Available
      ☐ Difficult to obtain

   b. ☐ Easy to read
      ☐ Readable
      ☐ Difficult to read

   c. ☐ Easily accessible
      ☐ Accessible
      ☐ Difficult to find

10. If you have requested transcripts be sent by Butte College after the term ended, how long did it take?

    ☐ Less than a week ☐ 1-2 weeks ☐ 2-3 weeks ☐ Over 3 weeks ☐ Don't know

11. If you have examined your grade reports or transcripts, how would you rate the accuracy of your records?

    ☐ No errors ☐ One error ☐ More than one error ☐ Don't know

12. How satisfied are you with the distribution of student records?

    ☐ Very satisfied ☐ Satisfied ☐ Sometimes satisfied ☐ Not satisfied ☐ Don't know

13. Have you seen a counselor? ☐ Yes ☐ No

    If yes, how would you rate the counseling services you have received?
    ☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Don't know

    What areas would you like to see improved?

14a. If you went through the Fall 1984 orientation, how useful has the information you received proven to be?

    ☐ Useful ☐ Sometimes useful ☐ Don't know

b. Do you believe you have retained the information you received and have used the services advertised?

    ☐ Yes ☐ No ☐ Mixed feelings ☐ Don't know

15. Are you satisfied with the accessibility of information regarding the job placement service?

    ☐ Yes ☐ No ☐ Mixed feelings ☐ Don't know

16. If you have been to the Assessment Office, how would you rate the services provided?

    ☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Don't know

17. Do you think that you have had a chance to give input to the College concerning student needs and interests (for example, by being asked to complete surveys)?

    ☐ Often ☐ Sometimes ☐ Seldom ☐ Never

18. Do you think that you have any input in the initiation or development of any of the campus student services (for example, Admissions & Records, Financial Aid, EOP/S, Counseling)?

    ☐ Often ☐ Sometimes ☐ Seldom ☐ Never

19. Do you think that you have had any input in determining the Goals/Objectives of campus student services (for example, Admissions & Records, EOP/S, Financial Aid, Counseling)?

    ☐ Often ☐ Sometimes ☐ Seldom ☐ Never

20. Do you think that you have had any input in evaluating the achievement of Goals/Objectives set by the various campus student services (for example, Admissions & Records, EOP/S, Financial Aid, Counseling)?

    ☐ Often ☐ Sometimes ☐ Seldom ☐ Never

21. If you are a new student this term, please indicate your reason for selecting Butte College:

    ☐ Low cost
    ☐ Close to home
    ☐ Away from home
    ☐ Desired program/major
    ☐ Information from friends
    ☐ Contacts with counselors

BUTTE COLLEGE
NEW STUDENT SURVEY
SPRING QUARTER 1985

1a. Have you seen a counselor? ☐ Yes ☐ No

1b. If yes, how would you rate the counseling services you received?

☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Don't know

What areas would you like to see improved? ______________________________

____

2a. If you went through the Spring 1985 orientation, how useful has the information proven to be?

☐ Useful ☐ Sometimes useful ☐ Don't know

2b. Do you believe you have retained the information you received and have used the services advertised?

☐ Yes ☐ No ☐ Mixed feelings ☐ Don't know

3. If you have been to the Job Placement Office, how satisfied are you with the availability of information?

☐ Very satisfied ☐ Satisfied ☐ Dissatisfied ☐ Don't know

4. If you have been to the Assessment Office, how would you rate the services provided?

☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Don't know

5. How long were you in the registration line?

☐ Less than 15 min. ☐ 15-30 min. ☐ 31 min.-1 hr. ☐ Over 1 hour

☐ Don't know

6. After entering the registration arena (1st table), how long did your registration take?

☐ Less than 5 min. ☐ 5-10 min. ☐ 11-15 min. ☐ 16-30 min.

☐ 31 min.-1 hour ☐ Over 1 hour ☐ Don't know

7. How would you rate the accuracy of your class schedule following registration?

☐ No errors ☐ One error ☐ More than one error

8. How satisfied are you with the current Butte College student registration process?

☐ Very satisfied ☐ Satisfied ☐ Sometimes satisfied ☐ Dissatisfied

☐ Don't know

9. Is information regarding admissions and registration: (MARK ONE IN EACH COLUMN)

a.	☐ Easily available	b.	☐ Easy to read
	☐ Available		☐ Readable
	☐ Difficult to obtain		☐ Difficult to read

10. As a new student, please indicate your reason for selecting Butte College: (CHOOSE ONLY ONE)

- ☐ Low cost
- ☐ Close to home
- ☐ Away from home
- ☐ Desired program/major
- ☐ Information from friends
- ☐ Contacts with counselors
- ☐ Other

11a. Are you in favor of having campus dormitories? ☐ Yes ☐ No

11b. If yes, would you live in campus dormitories? ☐ Yes ☐ No

12. What kinds of activities would you like to see on campus?

- ☐ Picnics/Barbeques
- ☐ Video Contests
- ☐ Guest Speakers
- ☐ Bands
- ☐ Talent Shows
- ☐ Other ____________________

13. What campus service would interest you most? (CHECK ONLY ONE)

- ☐ Childcare Scholarships
- ☐ Book Scholarships
- ☐ Lunch Loans
- ☐ Legal services
- ☐ Check Cashing services
- ☐ Other ____________________

14. Are you interested in becoming involved in student government?

☐ Yes ☐ No

15. Will you purchase a Student Body Card? ☐ Yes ☐ No

16. Gender: ☐ Male ☐ Female

17. Ethnicity:

- ☐ American Indian/Alaskan Native
- ☐ Asian or Pacific Islander
- ☐ Black (not Hispanic origin)
- ☐ White (not Hispanic origin)
- ☐ Hispanic
- ☐ Filipino
- ☐ Other

18. Age: ☐ Under 18 ☐ 18 or 19 ☐ 20-24 ☐ 25-29 ☐ 30-34 ☐ 35-39 ☐ Over 39

BUTTE COLLEGE
CONTINUING STUDENT SURVEY
SPRING QUARTER 1985

1a. Are you in favor of having campus dormitories? [ ] Yes [ ] No

1b. If yes, would you live in campus dormitories? [ ] Yes [ ] No

2. What kinds of activities would you like to see on campus?

[ ] Picnics/Barbeques [ ] Bands
[ ] Video Contests [ ] Talent Shows
[ ] Guest Speakers [ ] Other ____________________

3. What campus service would interest you most? (CHECK ONLY ONE)

[ ] Childcare Scholarship [ ] Legal services
[ ] Book Scholarship [ ] Check Cashing services
[ ] Lunch Loans [ ] Other ____________________

4. How would you rate the information regarding student academic records? (MARK ONE IN EACH COLUMN)

a. [ ] Easily available b. [ ] Easy to read
[ ] Available [ ] Readable
[ ] Difficult to obtain [ ] Difficult to read

5a Have you requested official Butte College transcripts? [ ] Yes [ ] No

5b. If yes, how long did it take?

[ ] Less than a week [ ] 1 week [ ] 2 weeks [ ] 3 weeks
[ ] Over 3 weeks [ ] Don't know

6a. Have you examined your Butte College grade report or transcripts?

[ ] Yes [ ] No

6b. If yes, how would you rate the accuracy of your records?

[ ] No errors [ ] One error [ ] More than one error [ ] Don't know

7. Is information regarding admissions and registration: (MARK ONE IN EACH COLUMN)

a. [ ] Easily available b. [ ] Easy to read
[ ] Available [ ] Readable
[ ] Difficult to obtain [ ] Difficult to read

8. How long were you in the registration line?

[ ] Less than 15 min. [ ] 15-30 min. [ ] 31 min.-1 hour [ ] Over 1 hour
[ ] Don't know

9. After entering the registration arena (1st table), how long did your registration take?

[ ] Less than 5 min. [ ] 5-10 min. [ ] 11-15 min. [ ] 16-30 min.
[ ] 31 min.-1 hour [ ] Over 1 hour [ ] Don't know

10. How would you rate the accuracy of your class schedule following registration?

[ ] No errors [ ] One error [ ] More than one error

11. How satisfied are you with the current Butte College student registration process?

[ ] Very satisfied [ ] Satisfied [ ] Sometimes satisfied [ ] Dissatisfied [ ] Don't know

12a. Have you seen a counselor? [ ] Yes [ ] No

12b. If yes, how would you rate the counseling services you have received?

[ ] Excellent [ ] Good [ ] Fair [ ] Poor [ ] Don't know

What areas would you like to see improved? ______________________________

____

13a. Have you gone through orientation? [ ] Yes [ ] No

13b. If yes, how useful has the information you received proven to be?

[ ] Useful [ ] Sometimes useful [ ] Don't know

13c. Have you retained the information you received and used the services advertised?

[ ] Yes [ ] No

14. Are you satisfied with the availability of information regarding job placement services?

[ ] Yes [ ] Mixed feelings [ ] No [ ] Don't know

15a. Have you been to the Assessment Office? [ ] Yes [ ] No

15b. If yes, how would you rate the services provided?

[ ] Excellent [ ] Good [ ] Fair [ ] Poor [ ] Don't Know

16. Do you think you have an opportunity to provide input to Butte College concerning student needs and interests?

[ ] Often [ ] Sometimes [ ] Seldom [ ] Never

17. Do you think that you have an opportunity for input in the development of any of the campus student services?

[ ] Often [ ] Sometimes [ ] Seldom [ ] Never

18. Do you think you have an opportunity to provide input in determining the Goals/Objectives of Butte College student services?

[ ] Often [ ] Sometimes [ ] Seldom [ ] Never

19. Do you think you have an opportunity to evaluate Butte College student services?

[ ] Often [ ] Sometimes [ ] Seldom [ ] Never

20a. Are you aware of the opportunities for students to be involved with student government and college governance?

[ ] Very aware [ ] Somewhat aware [ ] Unaware

20b. Do you believe students are provided adequate opportunities for involvement in campus governance? [ ] Yes [ ] No

21. Would you volunteer to sit on a campus governance committee? [ ] Yes [ ] No

22. Do you have an AS Card? [ ] Yes [ ] No

23. Gender: ☐ Male ☐ Female

24. Ethnicity:
☐ American Indian/Alaskan Native
☐ Asian or Pacific Islander
☐ Black (not Hispanic origin)
☐ White (not Hispanic origin)
☐ Hispanic
☐ Filipino
☐ Other

25. Age: ☐ Under 18 ☐ 18 or 19 ☐ 20-24 ☐ 25-29 ☐ 30-34 ☐ 35-39
☐ Over 39

SURVEYS
FOR
STAFF

AMERICAN RIVER COLLEGE

COUNSELING SERVICES PROGRAM REVIEW

INSTRUCTOR'S QUESTIONNAIRE ON ASSESSMENT

	YES	NO	NOT APPLICABLE
1. Do you use assessment scores for screening students in or out of your classes?	☐	☐	☐
. Do you believe that assessment should be used for screening students?	☐	☐	☐
. Are you satisfied with the American River College assessment of students?	☐	☐	☐
. Does assessment make your teaching more effective by providing more homogeneous classes?	☐	☐	☐
. Are assessment scores a meaningful predictor for student success in your classes?	☐	☐	☐
6. Do you believe a student has the right to try a class regardless of assessment scores?	☐	☐	☐
7. Is the assessment information helpful to you in the development of your course curriculum?	☐	☐	☐

KM:jp
-9-85

BUTTE COLLEGE
Oroville, California

May 29, 1985

MEMO TO: All Full-Time Faculty

FROM: Dick Ostrowski, Vice President/Student Personnel Services

SUBJECT: Student Services Program Review

Some of you may be aware that Butte College is one of the colleges participating in the Student Services Program Review pilot test. Butte and about 39 other colleges (ca., one-half from northern California) have been involved since Spring 1984 in the development of objectives, criteria, measures, and methods of evaluation for five student services. Phase II is about to commence relative to three additional student services.

Part of the pilot test involved formal survey instruments to elicit responses from various segments of the college community. Students have been surveyed during both Winter and Spring 1985 registration periods. However, certain objectives and criteria require polling of staff. Specific questionnaires have been designed for each of several components of the college, e.g., certain student services staff, faculty and administration.

Please mark the appropriate response to each question on the reverse side and return the survey instrument to me by June 14, 1985. Thank you.

DO/jb

BUTTE COLLEGE

STUDENT SERVICES PROGRAM REVIEW SURVEY

Full-Time Faculty

NOTE: Questions #1, #2, #3 and #18 on the general survey are not applicable and have been omitted.

4a. How aware are you of the various student activity programs on campus?

☐ Completely ☐ Adequately ☐ Somewhat ☐ Not at all

4b. To what extent do you value the various student activity programs on campus?

☐ Strongly support ☐ Support ☐ No opinion ☐ Do not support

5. How satisfied are you with the student assessment/placement process?

☐ Very satisfied ☐ Satisfied ☐ Sometimes satisfied

☐ Dissatisfied ☐ Don't know

What areas of improvement would you recommend? ______________________________

____

6. Do you think you are affected by the Assessment/Placement process?

☐ Directly ☐ Indirectly ☐ Not at all ☐ Don't know

7. Do you think that you understand the basis and operation of Butte College's system used to divide a student's financial aid funding (package) among grants, work, and loans? I understand:

☐ Completely ☐ Adequately ☐ Somewhat ☐ Not at all

8. Do you believe that the current method of "packaging" student financial aid is effective in getting the right types of financial aid to eligible students?

☐ Strongly agree ☐ Agree ☐ No opinion ☐ Disagree

☐ Strongly disagree

9. Do you think you understand the Financial Aid Advisory Committee's (FAAC) role in financial aid policy?

☐ Completely ☐ Adequately ☐ Somewhat ☐ Not at all

10. Do you think that the FAAC evaluates the results of its policies?

☐ Strongly agree ☐ Agree ☐ No opinion ☐ Disagree

☐ Strongly disagree

11. Do you believe that Butte College financial aid recipients adequately understand their rights and responsibilities relative to financial aid (e.g., criteria for continued financial aid eligibility, standards of satisfactory academic progress, criteria for reestablishing eligibility after failing to maintain satisfactory academic progress, the methods and frequency of payments, and the terms and conditions of college work-study employment)? They understand:

[ ] Completely [ ] Adequately [ ] Somewhat [ ] Not at all

12. Do you think that the financial aid office adequately communicates financial aid rights and responsibilities to students?

[ ] Strongly agree [ ] Agree [ ] No opinion [ ] Disagree

[ ] Strongly disagree

13. Do you believe you have any input in the initiation or development of any of the campus student services?

[ ] Often [ ] Sometimes [ ] Seldom [ ] Never

14. Do you feel that you have had any input in determining the goals and objectives of campus student services?

[ ] Often [ ] Sometimes [ ] Seldom [ ] Never

15. Do you think that you have had any input in evaluating the achievement of goals and objectives as set by the various campus student services?

[ ] Often [ ] Sometimes [ ] Seldom [ ] Never

16. Do you wish to have input regarding student services?

[ ] Yes [ ] No

17. As an instructional staff member, how do you rate the effectiveness of the working relationship between instructional services and student services (SPS)?

[ ] Good [ ] Fair [ ] Poor [ ] Other ______________________________
Identify

19. Do you think surveys are an effective means of evaluating programs and services?

[ ] Yes [ ] No

BUTTE COLLEGE

STUDENT SERVICES PROGRAM REVIEW SURVEY

Administration

NOTE: Question #1, #2, #5, #6, and #17 on the general survey are not applicable and have been omitted.

3a. How satisfied are you with the current articulation activities and procedures for agreements?

☐ Very Satisfied ☐ Satisfied ☐ Sometimes Satisfied ☐ Dissatisfied ☐ Don't Know

3b. How might articulation activities be improved? ______________________________

____

4a. How aware are you of the various student activity programs on campus?

☐ Completely ☐ Adequately ☐ Somewhat ☐ Not At All

4b. To what extent do you value the various student activity programs on campus?

☐ Strongly Support ☐ Support ☐ No Opinion ☐ Do Not Support

7. Do you think you understand the basis and operation of Butte College's system used to divide a student's financial aid funding (package) among grants, work, and loans? I understand:

☐ Completely ☐ Adequately ☐ Somewhat ☐ Not At All

8. Do you believe that the current method of "packaging" student financial aid is effective in getting the right types of financial aid to eligible students?

☐ Strongly Agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

9. Do you think that you understand the Financial Aid Advisory Committee's (FAAC) role in financial aid policy?

☐ Completely ☐ Adequately ☐ Somewhat ☐ Not At All

10. Do you think that the FAAC evaluates the results of its policies?

☐ Strongly Agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

11. Do you believe that Butte College financial aid recipients adequately understand their rights and responsibilities relative to financial aid (e.g., criteria for continued financial aid eligibility, standards of satisfactory academic progress, criteria for reestablishing eligibility after failing to maintain satisfactory academic progress, the methods and frequency of payments, and the terms and conditions of college work-study employment)? They understand:

[ ] Completely [ ] Adequately [ ] Somewhat [ ] Not At All

12. Do you think that the financial aid office adequately communicates financial aid rights and responsibilities to students?

[ ] Strongly Agree [ ] Agree [ ] No Opinion [ ] Disagree

[ ] Strongly Disagree

13. Do you believe that you have had any input in the initiation or development of any of the campus student services?

[ ] Often [ ] Sometimes [ ] Seldom [ ] Never

14. Do you believe that you have had any input in determining the goals and objectives of campus student services?

[ ] Often [ ] Sometimes [ ] Seldom [ ] Never

15. Do you think that you have had any input in evaluating the achievement of goals and objectives as set by the various campus student services?

[ ] Often [ ] Sometimes [ ] Seldom [ ] Never

16. Do you wish to have input regarding student services?

[ ] Yes [ ] No

18. As a college staff member, how do you rate the effectiveness of the working relationship between college staff and student services (SPS)?

[ ] Good [ ] Fair [ ] Poor [ ] Other ______________________________
Identify

19. Do you think surveys are an effective means of evaluating programs and services?

[ ] Yes [ ] No

BUTTE COLLEGE

STUDENT SERVICES PROGRAM REVIEW SURVEY

Counseling, EOPS, DSS, Career Planning, Placement and Assessment

NOTE: Question #5, #6, and #17 on the general survey are not applicable and have been omitted.

1. How would you rate the accuracy of the evaluation of transcripts, applications for graduation, residency determinations, and the like provided by Admissions and Records?

☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Don't Know

2. How would you rate the timeliness of the evaluation of transcripts, applications for graduation, residency determinations, and the like provided by Admissions and Records?

☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Don't Know

3a. How satisfied are you with the current articulation activities and procedures for agreements?

☐ Very Satisfied ☐ Satisfied ☐ Sometimes Satisfied

☐ Dissatisfied ☐ Don't Know

3b. How might articulation activities be improved? ______________________

____

4a. How aware are you of the various student activity programs on campus?

☐ Completely ☐ Adequately ☐ Somewhat ☐ Not At All

4b. To what extent do you value the various student activity programs on campus?

☐ Strongly Support ☐ Support ☐ No Opinion ☐ Do Not Support

7. Do you think that you understand the basis and operation of Butte College's system used to divide a student's financial aid funding (package) among grants, work and loans? I understand:

☐ Completely ☐ Adequately ☐ Somewhat ☐ Not At All

8. Do you believe that the current method of packaging student financial aid is effective in getting the right types of financial aid to eligible students?

☐ Strongly Agree ☐ Agree ☐ No Opinion ☐ Disagree

☐ Strongly Disagree

9. Do you think that you understand the Financial Aid Advisory Committee's (FAAC) role in financial aid policy? I understand:

[ ] Completely [ ] Adequately [ ] Somewhat [ ] Not At All

10. Do you think that the FAAC evaluates the results of its policies?

[ ] Strongly Agree [ ] Agree [ ] No Opinion [ ] Disagree

[ ] Strongly Disagree

11. Do you believe that Butte College financial aid recipients adequately understand their rights and responsibilities relative to financial aid (e.g., criteria for continued financial aid eligibility, standards of satisfactory academic progress, criteria for reestablishing eligibility after failing to maintain satisfactory academic progress, the methods and frequency of payments, and the terms and conditions of college work-study employment)? They understand:

[ ] Completely [ ] Adequately [ ] Somewhat [ ] Not At All

12. Do you think that the financial aid office adequately communicates financial aid rights and responsibilities to students?

[ ] Strongly Agree [ ] Agree [ ] No Opinion [ ] Disagree

[ ] Strongly Disagree

13. Do you believe that you have any input in the initiation or development of any of the campus student services?

[ ] Often [ ] Sometimes [ ] Seldom [ ] Never

14. Do you believe that you have had any input in determining the goals and objectives as set by the various campus student services?

[ ] Often [ ] Sometimes [ ] Seldom [ ] Never

15. Do you think that you have had any input in evaluating the achievement of goals and objectives as set by the various campus student services?

[ ] Often [ ] Sometimes [ ] Seldom [ ] Never

16. Do you wish to have input regarding student services?

[ ] Yes [ ] No

18. As a college staff member, how do you rate the effectiveness of the working relationship between college staff and student services (SPS)?

[ ] Good [ ] Fair [ ] Poor [ ] Other ______________________________
Identify

19. Do you think surveys are an effective means of evaluating programs and services?

[ ] Yes [ ] No

March 1985

SURVEYS

FOR

JOB PLACEMENT

346

MERCED COLLEGE

Job Placement Evaluation
Spring, 1985

Evaluation Results

(5 point scale, 5-Excellent, 4-Good, 3-Average, 2-Below Average, 1-Poor)

1. HOW DID YOU FIND OUT ABOUT MERCED COLLEGE JOB PLACEMENT?

_____ Bulletin Boards (Library & Administration Building)
_____ Job Boards (Student Union Building)
_____ Counselors
_____ Instructors-Staff
_____ Other Students

2. JOB PLACEMENT OFFERED JOBS THAT SUITED MY INTERESTS

_____ More than 5
_____ 3-5
_____ 1-2
_____ None

3. PLEASE RATE YOUR LEVEL OF SATISFACTION OF THIS SERVICE

_____ Excellent
_____ Good
_____ Average
_____ Below Average
_____ Poor

4. WERE YOU TREATED IN A FRIENDLY, COURTEOUS MANNER? PLEASE RATE THE STAFF

_____ Excellent
_____ Good
_____ Average
_____ Below Average
_____ Poor

5. WAS THE JOB YOU RECEIVED:

_____ Related to your field of study?
_____ To support yourself while attending College?
_____ Other. ____

6. THE JOB YOU WERE HIRED AT -- WAS IT:

_____ Career (Full time)
_____ Perm-Part-Time
_____ Temp-Part-Time

7. HOW OFTEN IN THE PAST 3 MONTHS HAVE YOU VISITED JOB PLACEMENT?

_____ Daily
_____ Once a week
_____ Twice a week
_____ Once a month or more

8. OTHER KINDS OF SERVICES I WOULD LIKE TO SEE PROVIDED BY MERCED COLLEGE JOB PLACEMENT

Comments: ____

ERIC Clearinghouse for
Junior Colleges
MAY 15 1987